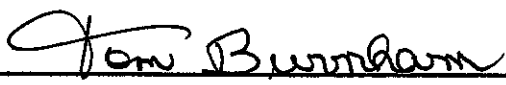# APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Mississippi Department of Education	Applicant's Mailing Address: 359 North West Street, Suite 213 Post Office Box 771 Jackson, MS 39205-0771

State Contact for the School Improvement Grant

Name: Kim S. Benton, Ed.D.

Position and Office: Bureau Manager, Office of School Recovery

Contact's Mailing Address:
359 North West Street, Suite 213
Post Office Box 771
Jackson, MS 39205-0771

Telephone: 601-359-1879

Fax: 601-576-2180

Email address: kbenton@mde.k12.ms.us

Chief State School Officer (Printed Name): Tom Burnham, Ed.D.	Telephone: 601-359-1750
Signature of the Chief State School Officer: X _Tom Burnham_	Date: 11-30-2010

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

School Improvement Grants Application

Section 1003(g) of the
Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

State Name:Mississippi

U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: September 30, 2013

Paperwork Burden Statement

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program
School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds
The Department of Education Appropriations Act, 2010, provided $546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately $825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly $1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations
Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners
Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

> Carlas McCauley, Education Program Specialist
> Student Achievement and School Accountability Programs
> U.S. Department of Education
> 400 Maryland Avenue, SW, Room 3W320
> Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Mississippi Department of Education	Applicant's Mailing Address: 359 North West Street, Suite 213 Post Office Box 771 Jackson, MS 39205-0771	
State Contact for the School Improvement Grant Name: Kim S. Benton, Ed.D. Position and Office: Bureau Manager, Office of School Recovery Contact's Mailing Address: 359 North West Street, Suite 213 Post Office Box 771 Jackson, MS 39205-0771 Telephone: 601-359-1879 Fax: 601-576-2180 Email address: kbenton@mde.k12.ms.us		
Chief State School Officer (Printed Name): Tom Burnham, Ed.D.	Telephone: 601-359-1750	
Signature of the Chief State School Officer: X	Date:	
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.		

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

• Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.

• A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.

• If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	☒ Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	☐ Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	For an SEA keeping the same definition of PLA schools, please select one of the following options: ☐ SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) ☐ SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 ☒ SEA elects to generate new lists	*For an SEA revising its definition of PLA schools, please select the following option:* ☐ SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	☒ Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	☐ Same as FY 2009	☒ Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	☒ Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	☐ Same as FY 2009	☒ Revised for FY 2010
SECTION D (PART 1): TIMELINE	☒ Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	☐ Same as FY 2009	☒ Revised for FY 2010
SECTION E: ASSURANCES	☒ Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	☒ Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	☒ Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	☒ Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

☒ **Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009**	☐ **Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010**
For an SEA keeping the same definition of PLA schools, please select one of the following options: ☐ 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below. ☐ *SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)* ☐ 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below. ☒ 3. SEA elects to generate new lists. Lists submitted below.	*For an SEA revising its definition of PLA schools, please select the following option:* ☐ 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of "persistently lowest-achieving schools." Lists submitted below.

Insert definition of "persistently lowest-achieving schools" or link to definition of "persistently lowest-achieving schools" here:
http://www.mde.k12.ms.us/School_Recovery/pdf/Definition%20of%20Persistently%20Low%20Achieving%20Schools%2012-15-10.pdf

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE[1]

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

EXAMPLE:

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[1] "Newly Eligible" refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State's lowest quintile of performance based on proficiency rates on State's assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a "persistently lowest-achieving school" or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about "newly eligible schools," please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	**LEA NCES ID #**	**SCHOOL NAME**	**SCHOOL NCES ID#**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

☒ **SEA has attached the two tables in a separate file and submitted it with its application.**

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

(1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

(1) Design and implement interventions consistent with the final requirements.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

(3) Align other resources with the interventions.

(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

(5) Sustain the reforms after the funding period ends.

☐ **SEA is using the same evaluation criteria as FY 2009.**	☒ **SEA has revised its evaluation criteria for FY 2010.**

Insert response to Section B Evaluation Criteria here:

Part I—LEA Plans & Capacity

Requirement 1—Selecting an intervention: The LEA has analyzed the needs of each Tier I and Tier II school in the LEA's application and has selected an intervention for each school.

NEEDS ASSESSMENT: All local educational agencies in Mississippi that receive Title I funds are required to conduct an annual comprehensive needs assessment. Similarly, all LEAs seeking SIG funds must conduct a comprehensive needs assessment to determine the needs of each eligible school. To streamline the School Improvement Grant process, LEAs may use their current year Title I comprehensive needs assessment data for the SIG application.

The Title I comprehensive needs assessment focuses on gathering data in five dimensions: student achievement, curriculum and instruction, professional development, family and community involvement, and school context and organization. In the LEA Application Toolkit, MDE has provided districts a list of key questions and suggested data sources for each domain. LEAs are encouraged to use this tool to conduct their needs assessment for both Title I and SIG. Within the LEA Application, LEAs are asked to summarize the results of their needs assessment in each of the five dimensions. LEAs will also complete and attach the Performance Framework, which includes baseline data and proposed targets for the leading and achievement indicators. These findings will inform their intervention selection for each eligible school as well as the particular improvement plans the LEA proposes throughout the School Proposal.

The external reviewers will first determine whether sufficient evidence exists that the LEA conducted a thorough needs assessment. If the LEA does not demonstrate that it conducted a needs assessment, the LEA may be deemed ineligible for funding. If the LEA successfully demonstrates that it conducted a needs assessment, the external reviewers will evaluate the LEA's School Proposal based on how well it aligns with the findings from the needs assessment.

SELECTING AN INTERVENTION: In the LEA Application Toolkit, the Mississippi Department of Education (MDE) will provide LEAs with a decision-making tool which uses the results of the needs assessment to assist LEAs in selecting a "best-fit" intervention. This decision-making tool is based on work by the Center on Innovation and Improvement. LEAs will be asked to use this tool to aid in the selection of the appropriate intervention and will attach the completed tool to their LEA Applications. LEAs will also provide a narrative justification summarizing why the particular intervention is the best fit for the school based on the findings of the needs assessment.

The external reviewers will evaluate the School Proposal based on how well the selected intervention model aligns with the results of the school's needs assessment.

Requirement 2—Capacity to implement: The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I

and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

DETERMINING CAPACITY: MDE has re-formatted the "District Capacity for Selected Interventions" section of the LEA Application. The new section focuses on LEA experience with competitive grants, LEA internal monitoring plans, current LEA human capital, whether the LEA is or has recently been under State conservatorship, and whether the LEA has failing schools. The answers to these questions will provide external reviewers with a picture of the LEA's capacity to implement reforms.

Requirement 3—Budget: The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

FISCAL PLANS: Within the LEA Application, the LEA will provide a fiscal plan for funding reform on the school and district levels. MDE will judge this fiscal plan in order to determine whether the LEA is providing sufficient funds to implement the selected interventions fully and effectively. The LEA's total grant may not be less than $50,000 or more than $2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.

The fiscal plan will include the following information:
1. *LEA SIG Budget*—A budget detailing the use of SIG funds on the district level in the format provided by MDE
2. *LEA Budget Narrative*—Description of the budget items included in the LEA's SIG budget in the format provided by MDE
3. *LEA Alignment*—Evidence of alignment of the LEA budget with school-level budgets *and* the school proposal narratives
4. *School SIG Budget*—A budget detailing the use of SIG funds on the school level in the format provided by MDE
5. *School Budget Narrative*—Description of the budget items included in the school SIG budget in the format provided by MDE
6. *School Alignment*—Evidence of alignment of the school budgets *and* the school proposal narratives

Part II—LEA Commitment

Requirement 1—Design and Implementation: Design and implement interventions consistent with the final requirements.

LEA APPLICATION: The LEA Application process is the means by which MDE ensures that LEAs will design and implement interventions consistent with the final requirements. The FY2010 LEA Application consists of four parts: the LEA Plan Overview, the School Proposal, SIG Budgets, and requested appendices. An LEA applying for multiple schools will submit an LEA Plan Overview, a *unique* School Proposal, SIG Budgets, and appropriate appendices for *each* applicant school. Prior to the application submission deadline, MDE will provide Tier I and Tier II LEAs technical assistance in completing for the LEA Application and understanding the LEA Application rubric.

With every LEA Application, an LEA must provide a completed MDE-formatted cover page, the official MDE checklist, a signed copy of the LEA Assurances, and a completed LEA waiver request form. These documents and the full LEA Plan Overview, School Proposal, SIG Budgets, and appendices can be found in the LEA Application attached to this document. An outline of the LEA Plan Overview, the School Proposal, and the SIG Budgets are provided below.

LEA PLAN OVERVIEW: When an LEA applies for a School Improvement Grant for one or more schools, the LEA must complete an LEA Plan Overview containing information relevant to every eligible SIG school that the LEA seeks to serve. Below, the sections of the LEA Plan Overview are described. For more information, consult the LEA Application attached at the end of this document.

I. **Introduction**—Background information about the application, including

  A. Descriptive Information about the Eligible Schools—Completion of a chart listing the official names of the schools, State school codes, NCES school codes, Tier designations, State accountability labels, and intervention selection information

  B. Lack of Capacity to Serve Tier I Schools—An explanation for serving Tier II schools rather than Tier I schools, if applicable

  C. Consultation with Stakeholders—An explanation of the steps the LEA took to consult with stakeholders about the application

  D. Disclosure of External Party Application Assistance—A disclosure of the external persons or organizations assisting the LEA in the development of the application and the role the external parties played

II. **District Leadership**—An overview of issues related to district leadership, including

  A. District Governance

    1. Policy Analysis and Timeline—Completion of the district policy analysis chart which will help LEA's in identifying policies that may create barriers to reform, proposing

appropriate changes to those policies that may create barriers, and setting a timeline for policy change adoption

   2. School Board Approval—Evidence of LEA Board support by attaching the Board's agenda and/or minutes from the relevant board meeting

   3. Lead Partner Contracting Process—Answers to key questions about an LEA's plans for recruitment and selection of Lead Partners

B. District Capacity for Selected Interventions—Answers to key questions relating to an LEA's capacity to support its portfolio of school reforms

C. Sustainability—The LEA's plans to support sustainability of reforms at the school-level

SCHOOL PROPOSAL: The LEA must develop a School Proposal for each school the LEA wishes to serve. Elements of the School Proposal will be evaluated according to a rubric. MDE has streamlined the FY09 Turnaround, Closure, and Transformation School Proposals to create one school proposal containing elements common to all intervention types. (NOTE: Due to restrictions in State law, the Re-Start model is not a legal option for schools in Mississippi.) If an element is relevant for only one intervention model, that element is highlighted as for a particular intervention model only. For more details about the proposal elements, please see the LEA Application.

I. Introduction

A. Descriptive Information about the Eligible School—Completion of a chart listing the official name of the school, the State school code, the NCES school code, Tier designation, State accountability label, and selected intervention

   1. Newly Consolidated School(s) Information (*CLOSURE ONLY*)—Completion of a chart listing the official name of the newly consolidated (higher achieving) school(s), the State school code, the NCES school code, State accountability label, the grades served by the school(s) (before, during, and after consolidation), and the enrollment of the newly consolidated school(s)

B. Alignment with the Needs Assessment—Evidence of the completion of a comprehensive needs assessment and a justification of how the selected intervention model addresses the school's needs as defined by the needs assessment

C. Alignment with Intervention Requirements (*TURNAROUND/TRANSFORMATION ONLY*)—Completion of a chart detailing how the proposal meets each of the requirements for selected intervention

D. Implementation Milestones—Completion of a chart detailing the major steps in the implementation process, individuals responsible for accomplishing tasks, evaluation

metric with which the LEA will know the task has been accomplished, and a timeline

1. Pre-Implementation Plan—Completion of a chart detailing major pre-implementation tasks, individuals responsible, evaluation metric, and a timeline

II. Teaching and Learning

A. Curriculum (*TURNAROUND/TRANFORMATION ONLY*)

1. Research-based—A certification that the LEA uses the Mississippi Curriculum Frameworks provided by MDE, a description of research-based curricular materials for core subjects used to support the Mississippi Curriculum Frameworks and answers to key questions about the school's process for monitoring the effectiveness and state alignment of curricular materials

2. Vertical alignment—Answers to key questions about the process of vertical alignment used by the school, including the process for developing, reviewing, and revising pacing guides and a schedule for cross-grade planning

B. Instruction (*TURNAROUND/TRANSFORMATION ONLY*)

1. Instructional Improvement—Explanation of how the school's proposed instructional design differs from previous programs

2. Three Tier Instructional Model/Intervention Process (IP)—Identification of personalized academic and non-academic support services which support the school's IP in accordance with State Board of Education Policy 4300; student social-emotional and community-oriented services and supports for the Turnaround Model may be listed in this item

3. Special Populations—The school's plans for using SIG to enhance services for students with disabilities, students who are English language learners, students who are academically behind, and gifted students, including but not limited to compliance with applicable laws and regulations

4. Increased Time—Plans regarding school schedule, length of school day, length of school year

C. Assessments (*TURNAROUND/TRANSFORMATION ONLY*)

1. Current assessments—Current internal and external formative, interim, and summative assessments used to measure and report student progress on the Performance Framework (see LEA application)

2. Proposed assessments—Proposed internal and external formative, interim, and summative assessments used to measure and report student progress on the Performance Framework (see LEA application)

3. Data-driven decision-making—Answers to key questions ensuring that the assessment plan permits immediate analysis, feedback, and targeted instruction to meet the academic needs of individual students

D. Instructional Leadership and Staff—Completion of a chart which includes a list of relevant instructional positions, number of full-time equivalents to be employed in each position, funding source for positions, roles and responsibilities of positions, and lines of authority for each position

III. Operation and Support Systems

A. Allocation of Financial Resources

1. Additional Resources—An itemized list of all special revenue sources available to the school for the support of the school improvement plan, including Federal title funds, State grants, and philanthropic support

B. Human Resource Systems (*TURNAROUND/TRANSFORMATION ONLY*)

1. Recruitment and Hiring—Plans for recruiting new school leadership and staff, including reliance on any Lead Partners

   i. Turnaround/Transformation School Leader—A description of the process for evaluating applicants to select for a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates

   ii. Instructional Staff—A process for evaluating applicants to select for effective teachers with a record of success in raising student achievement who also possess qualities that equip them to succeed in the turnaround/transformation environment

   iii. Financial incentives—A description of SIG-funded financial incentives (such as signing bonuses, moving reimbursement, or loan repayment) that the LEA may use to recruit staff

2. Screening and Re-Hiring No More Than 50% of Current Staff (*TURNAROUND ONLY*)—A process for screening and re-hiring current staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the turnaround environment

3. Employment Policies—The school's leadership and teacher employment policies which address

   i. Placement (*TURNAROUND/TRANSFORMATION ONLY*)—Process for assigning teachers to work with specific grades, subjects, and/or groups of students

   ii. Financial rewards (*TRANSFORMATION ONLY*)—Plans for financially rewarding staff for student achievement by providing individual, team, or school-wide salary

bonuses, raises, or loan repayment

iii. Opportunities for promotion and career growth (*TURNAROUND/ TRANSFORMATION ONLY*)—A description of available career ladders for teachers and leadership and a description of opportunities for highly effective teachers to help shape and implement the reform effort

iv. Evaluation Policies (*TRANSFORMATION ONLY*)—Plans for rigorous, transparent, and equitable evaluation systems for instructional staff and leadership which incorporate

- Student growth—Evidence that evaluation systems take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates

- Staff input—Description of how systems have been designed and developed with teacher and principal involvement

v. Termination (*TRANSFORMATION ONLY*)—Process for staff termination after ample opportunities have been provided for them to improve their professional practice

C. Organizational Structures and Management

1. Governance (*TURNAROUND/TRANSFORMATION ONLY*)—An organization chart that clearly presents the school's proposed governance structure, including lines of authority and reporting between the school and the governing board, district-level staff, any related bodies (such as advisory bodies or parent and teacher councils), and any external organizations that will play a role in managing the school; turnaround schools must highlight how the proposed governance structure is new

i. District-Level Staff—District-level staff who will provide services to, or will oversee, the turnaround/transformation school; funding sources for district-level staff, the roles and responsibilities of relevant district-level staff, and the lines of authority and reporting for these positions

ii. School Autonomy—A description of the school leader's autonomy in making decisions related to such items as staffing, calendars/time, procedures, and budgeting or other important operations as well as how such autonomy is tied to accountability measures

2. Lead Partners (*TURNAROUND/TRANSFORMATION/TIER III ONLY*)— Explanations of any external partners central to the school's operations or who provide support services to the school, including the scope of work of each external

partner

3. School Climate (*TURNAROUND/TRANSFORMATION ONLY*)—An explanation of how the proposal will address school climate issues (discipline, truancy, teacher morale/attrition) as identified by the needs assessment

4. Facilities (*CLOSURE ONLY*)—Information pertaining to the use of facilities, including any necessary facility changes to accommodate additional students or students of a different age

D. Support for Teaching and Learning (*TURNAROUND/TRANSFORMATION ONLY*)

1. Professional Development—Plans for creating targeted, job-specific and job-embedded professional development that is aligned with the school's instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies and improve academic performance

2. Time for Faculty Collaboration—A chart demonstrating adequate time for regular, frequent faculty meetings and/or meetings with teams of teachers, i.e. grade level, department level, special services, to discuss individual student progress, curricular or grade-level teaching approaches and other reforms, and school-wide efforts in support of the school proposal

E. Parent and Community Engagement (*TURNAROUND/TRANSFORMATION ONLY*)—Answers to key questions describing ongoing opportunities and structures for parent and community engagement such as the establishment of organized parent groups, public meetings involving parents and community members to review school performance and help develop school improvement plans, surveys to gauge parent and community satisfaction and support for local public schools, complaint procedures for families, coordination with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs). Student social-emotional and community-oriented services and supports for the Turnaround Model may be listed in this item.

F. Parent and Community Outreach (*CLOSURE ONLY*)—Plans for parent and community outreach related to a student's transition to a new school, including media outreach, opportunities for questions and answers, and available services

G. Sustainability (*TURNAROUND/TRANSFORMATION/TIER III ONLY*)—Explanation of how the school's plans for implementation, building human capital, and ongoing community engagement will support the sustainability of reforms

SIG BUDGETS: A fiscal plan to include

A. LEA SIG Budget—A budget detailing the use of SIG funds on the district level in the format provided by MDE

B. LEA Budget Narrative—Description of the budget items included in the LEA's SIG budget in the format provided by MDE

C. LEA Alignment—Evidence of alignment of the LEA budget with school-level budgets and the school proposal narratives

D. School SIG Budget—A budget detailing the use of SIG funds on the school level in the format provided by MDE

E. School Budget Narrative—Description of the budget items included in the school's SIG budget in the format provided by MDE

F. School Alignment—Evidence of alignment of the LEA budget with school-level budgets and the school proposal narratives

Requirement 2—Lead Partners: Recruit, screen, and select external providers, if applicable to ensure their quality.

RECRUITMENT, SCREENING, and SELECTION OF LEAD PARTNERS: In order to better explain to LEAs their options for Lead Partners—and their option not to choose a Lead Partner—MDE has adopted a nomenclature for the two main types of Lead Partners available to LEAs in Mississippi. These two types are:

- *School Turnaround/Transformation Organizations*—School Turnaround/Transformation Organizations (STTOs) will have a governance role in the school.
- *Support Service Providers*—Support Service Providers will provide services to the school but will not have a governance role in the operations of the school.

LEAs will manage the entire process of recruiting, screening, evaluating, and selecting School Turnaround/ Transformation Organizations and Support Service Providers. LEAs must describe their process for Lead Partner Contracting in the LEA Application. LEAs must also provide their model Request for Proposal, including the proposed scope of work potential Lead Partners must address, and their model Memorandum of Understanding to be used in the contracting process. MDE has provided LEAs a model MOU that they can use in the LEA Application Toolkit. During the grant review process, external reviewers will evaluate LEAs responses in these areas to determine whether LEAs have a rigorous review process. MDE has provided LEAs with tools for this job in the LEA Application Toolkit. MDE will also provide LEAs any technical assistance that they require for Lead Partner contracting.

If LEAs choose to contract with a School Turnaround/ Transformation Organization, MDE must approve the STTO prior to execution of an MOU between the LEA and the STTO. In order to earn MDE approval of an STTO, LEAs must submit documentation to MDE to demonstrate the

LEA used a rigorous, evidence-based screening process to select the STTO.

Requirement 3—Financial and Human Capital: Align other resources with the interventions.

FISCAL SUPPORT: LEAs will provide detailed financial information for *each* school proposal in addition to its district-wide budget (see Part I, Requirement 3). This financial information will include a budget, budget narrative, a description of additional (non-SIG) resources, and evidence of alignment between the school budget and the school proposal. The external reviewers will judge the adequacy of these resources as part of their review of each School Proposal.

HUMAN RESOURCES: In each school proposal, LEAs will describe how the district will bring additional human resources to bear on the improvement process through changes in staffing, staffing processes, or governance structures at the school and district level. An LEA may also choose to use Lead Partners to build capacity by contracting with them to provide professional development services or to "source" new staff. The external reviewers will evaluate the adequacy of an LEA's human resources as part of their review of the LEA Plan Overview and each School Proposal.

Requirement 4—Conditions for Reform: Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

ANALYSIS OF DISTRICT POLICIES: To assist districts in completing a policy analysis, MDE has created a policy analysis form within the LEA Application. In this form, MDE has grouped by topic examples of common LEA policies likely to be affected by SIG. In completing the form, LEAs will analyze its policies in each policy topic area to determine whether it has policies that will prevent the full and effective implementation of chosen interventions. The LEA will then describe whether and how its policies create a barrier to reform. Then, the LEA will explain how the policy will need to be changed. Finally, the LEA will list a timeline for proposed policy changes to be adopted by the school board.

External reviewers will evaluate the quality of the completed policy analysis form as part of their review of the LEA Plan Overview. LEAs will be judged on how comprehensive and thorough their analysis appears as well as whether proposed changes will adequately remove barriers.

Requirement 5—Sustainability: Sustain the reforms after the funding period ends.

Although sustainability will ultimately be a function of an LEA's implementation of its plan, MDE will assess the probability that an LEA will sustain the reforms after the funding period ends by the extent to which an LEA's plan sets a foundation for making the reforms successful. MDE believes this foundation is composed of an LEA's plans for

- *Implementation*—Does the LEA's application describe thoughtful, workable plans for implementation? Implementation plans are discussed in the "Implementation Milestones" section and the "Pre-Implementation Plan" sub-section in Part I—Introduction of each school proposal.

- *Human Capital Building*—Does the LEA's application describe plans to develop in-house human capital at the school level over the funding period? Human capital building is detailed in the "Human Resource Systems" and "Support for Teaching and Learning" sections of Part III—Operation and Support Systems in each school proposal.

- *Community Engagement*—Does the LEA's application reflect a plan for fostering community engagement and, as a consequence, support for the reform model at each school over the funding period? Community engagement plans are provided in the "Parent and Community Engagement" or the "Parent and Community Outreach" sections in Part III—Operation and Support Systems in each school proposal.

At the end of the School Proposal, LEAs will be asked to synthesize the information in each of these three pillars in a final question about sustainability. External reviewers will evaluate the quality of each of the three sections individually and then evaluate the likelihood that the LEA can sustain the school reforms through the LEA's answer to the final sustainability question.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period[2] to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

[2] "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

Requirement 1—Budget: Describe how the SEA will review an LEA's proposed pre-implementation budget.

On the Year 1 school budget page, LEAs will have to delineate which expenditures are for the pre-implementation period. Pre-implementation expenditures must align with Section J of the U.S. Department of Education's Guidance on FY2010 School Improvement Grant. This pre-implementation budget items will be reviewed by the external reviewers as part of their evaluation of the budget.

Requirement 2—Allowable Proposed Activities: Describe how the SEA will review an LEA's proposed pre-implementation activities.

Just as the LEA Application requires LEAs to describe their implementation plans in each School Proposal, the LEA is asked to describe major pre-implementation tasks, persons responsible, how the LEA will judge when a task has been successfully completed (evaluation metric), and a timeline. External reviewers will judge pre-implementation plans based the following criteria:

- whether the proposed activities are directly related to the full and effective implementation of the model selected for the school;
- whether the proposed activities will address the school's needs as identified by the LEA;

- whether the activities will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools;

- whether the costs are reasonable and necessary in accordance with general cost principles; and

- whether the proposed use of SIG funds would supplement not supplant other existing expenditures.

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C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.	☒ SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

EVALUATING LACK OF CAPACITY: MDE will evaluate district capacity using the following criteria:

- the LEA's previous successful experience managing and implementing competitive grants, including evidence that the grant produced positive student outcomes;
- the role that district executive leadership, i.e., the Superintendent or Conservator, will have in implementing the intervention model;
- the LEA's plan to internally monitor implementation;
- whether any school- or district-level personnel who will be involved with the SIG process have a track record of success in improving student achievement;
- whether the district is currently under state conservatorship or has recently (within the last five years) emerged from state conservatorship;
- whether the LEA or any school within the LEA been designated as "failing" under the state accountability model for two consecutive years; and
- whether the LEA's Schedule of Findings and Questioned Costs from the most recent audit indicates that the auditors have issued an unqualified opinion.

Furthermore, LEAs not serving all Tier I schools due to lack of capacity which may be due, in part, to serving Tier II schools, must explain this decision within the LEA Application. External reviewers will evaluate this explanation in conjunction with their assessment of an LEA's capacity.

LEAs WITH MORE CAPACITY THAN DEMONSTRATED: Upon the release of the LEA

Application, MDE will remind LEAs that they must serve all Tier I schools unless they lack the capacity to do so. MDE will notify LEAs if MDE determines that an LEA has sufficient capacity to serve more Tier I schools than the LEA proposes. If MDE determines that an LEA has enough capacity to serve more Tier I schools and the LEA refuses, MDE may reject the LEA's application. Before the application deadline, MDE will offer LEAs technical assistance in choosing schools to serve and will caution all LEAs considering not serving all Tier I schools to check with the Office of School Recovery prior to grant submission.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

Requirement 1—Application Process & Timeline: Describe the SEA's process and timeline for approving LEA applications.

APPLICATION PROCESS: MDE will institute the following process for approving LEA applications:

- *Letters of Intent*—LEAs will submit letters of intent to apply for funds to MDE in order for MDE to recruit enough external parties to serve as application reviewers.

- *Application Released*—MDE will release the final LEA application upon approval of the application by the U.S. Department of Education.

- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted.

- *Phase I Application Submission*—MDE will accept LEA applications in two phases. The first phase will consist of Tier I and Tier II schools only. If funding remains after Phase I of the application process, Tier III schools will be permitted to apply.

- *Application Review*—MDE will recruit qualified external reviewers to evaluate applications based on MDE-created rubrics. These reviewers will determine which school proposals qualify for a final interview round.

- *Interview Round*—A small team of MDE staff and external reviewers will interview school teams with qualifying proposals from the application review. Based on the results of the interview round, interviewers will determine which school proposals should be recommended for funding. Recommended school proposals will then be prioritized based on the SEA prioritization criteria.

- *Grant Awards*—Using the prioritized list of recommended school proposals, MDE will award grants to LEAs based on the funding methodology outlined in *B. SEA Requirements*, Item 5 from the October 28, 2010, Federal Register (Vol. 75, No. 208, p. 66369).

- *Phase II Application Submission, if applicable*—If funding remains after Phase I, MDE will accept applications from eligible Tier III school and repeat the review process.

TIMELINE: MDE will adhere to the following timeline for approving LEA applications:

MONTH	ACTION
November 2010	USDE Webinars/SEA application development
	List of schools in each tier disseminated
December 2010	State application submitted to USDE
	LEA letters of intent submitted
February 2011	Districts receive LEA application after USDE approval
March 2011	District applications submitted to MDE
March/April 2011	District applications reviewed
April 2011	Grant awards recommended to SBE for approval
	LEA grants awarded
May 2011	Pre-implementation begins
August 2011	Implementation begins

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.[3]

[3] If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

| ☐ SEA is using the same descriptive information as FY 2009. | ☒ SEA has revised its descriptive information for FY 2010. |

Insert response to Section D (Parts 2-8) Descriptive Information here:

Requirement 2—Tiers I & II, Evaluation of Student Achievement Goals: Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals

and making progress on the leading indicators in section III of the final requirements.

DEFINING METRICS: Each LEA will be responsible for completing a Performance Framework which will include both leading and achievement indicators. These are

Leading Indicators

- Number of minutes within the school year and school day;

- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;

- Dropout rate;

- Student attendance rate;

- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment courses;

- Discipline incidents;

- Truants;

- Distribution of teachers by performance level on an LEA's teacher evaluation system; and

- Teacher attendance rate.

Achievement Indicators

- School improvement status and AYP targets met and missed;

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup;

- Average scale score on State assessments in reading/language arts and mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;

- Percentage of limited English proficient students who attain English language proficiency;

- Graduation rate; and

- College enrollment.

SETTING TARGETS: In the Performance Framework tool attached to the LEA Application, an LEA will propose annual performance targets for leading and achievement indicators at each applicable school. Prior to final approval of a grant award, MDE will review the LEA's proposed targets to ensure that they are ambitious yet attainable and that they will help each school meet applicable Federal and State expectations. Once both parties agree to the performance targets, they will become part of the School Improvement Grant Memorandum of Understanding executed between MDE and the LEA before funds are disbursed.

EVALUATING PROGRESS FOR RENEWAL: MDE will make grant renewal decisions for each school based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*—A school must meet 6 of 9 leading indicator goals.

- *Achievement Indicators*—The school must also meet a minimum of 50% of applicable achievement indicators.

MDE may grant exceptions to this rule only if highly unusual, extenuating circumstances occur.

Requirement 3—Tier III, Evaluation of Student Achievement Goals: Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

DEFINING METRICS: Each LEA will be responsible for completing a Performance Framework which will include both leading and achievement indicators. These are

Leading Indicators

- Number of minutes within the school year and school day;

- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;

- Dropout rate;

- Student attendance rate;

- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment courses;

- Discipline incidents;

- Truants;

- Distribution of teachers by performance level on an LEA's teacher evaluation system; and

- Teacher attendance rate.

Achievement Indicators

- School improvement status and AYP targets met and missed;

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup;

- Average scale score on State assessments in reading/language arts and mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;

- Percentage of limited English proficient students who attain English language

- proficiency;
- Graduation rate; and
- College enrollment.

SETTING TARGETS: In the Performance Framework tool attached to the LEA Application, an LEA will propose annual performance targets for leading and achievement indicators at each applicable school. Prior to final approval of a grant award, MDE will review the LEA's proposed targets to ensure that they are ambitious yet attainable and that they will help each school meet applicable Federal and State expectations. Once both parties agree to the performance targets, they will become part of the School Improvement Grant Memorandum of Understanding executed between MDE and the LEA before funds are disbursed.

EVALUATING PROGRESS FOR RENEWAL: MDE will make grant renewal decisions for each school based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*—A school must meet 6 of 9 leading indicator goals.
- *Achievement Indicators*—The school must also meet a minimum of 50% of applicable achievement indicators.

MDE may grant exceptions to this rule only if highly unusual, extenuating circumstances occur.

Requirement 4—SEA Monitoring: Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

TACTIC 1—REPORTING: MDE will monitor LEA progress in meeting leading and achievement indicators through a system of electronic and paper reporting.

- **MSIS**—MDE will use the Mississippi Student Information System to monitor data pertaining to each indicator that is tracked by MSIS.

- **Forms**—For the remaining indicators, MDE will provide LEAs with forms for data not tracked by MSIS.

TACTIC 2—SITE VISITS: MDE will conduct quarterly site visits to each LEA and school that receives a School Improvement Grant. The site visit protocol will align with the requirements of the school proposal. Additionally, technical assistance will occur throughout the year to ensure that the LEA and school are on track to meet annual targets.

TACTIC 3—TECHNICAL ASSISTANCE: MDE will provide ongoing technical assistance to all SIG schools through the Office of School Recovery. For more information about MDE's plans for technical assistance, please see Section F: SEA Reservation.

Requirement 5—Prioritization: Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all

eligible schools for which each LEA applies.

PRIORITIZATION PROTOCOL: In the FY10 funding cycle, MDE will accept LEA applications in two phases. The first phase will consist of Tier I and Tier II schools only. If funding remains after the first phase of review, MDE will accept Tier III proposals for review.

Within each of these phases, MDE has designed a three-step grant review process. In the first step, external reviewers will evaluate all proposals according to a rubric created by MDE. Proposals must meet a cut score on the rubric in order to "qualify" for funding. This cut score ensures that only high-quality proposals will advance in the review process and be considered for funding. Proposals that have not met the cut score will be eliminated. In the second step, qualifying proposals will enter an interview round of competitions. Proposals which score poorly in the interview round will also be eliminated. The remaining proposals will be recommended to MDE for funding. MDE will then prioritize these proposals based on the prioritization criteria below.

CRITERION 1—TIER I DESIGNATION: First, MDE will serve all Tier I schools. To prioritize among Tier I schools, MDE will apply the following criteria:

- Priority 1a—Schools in LEAs under state conservatorship

- Priority 1b—Schools designated as "failing" under the state accountability system in LEAs designated as "failing" under the state accountability system

- Priority 1c—Schools designated as "failing" under the state accountability system *not* in LEAs designated as "failing" under the state accountability system

- Priority 1d—*All* schools in LEAs designated as "failing" under the state accountability system

- Priority 1e—All remaining Tier I schools, ranked by Mississippi's Quality Distribution Index

CRITERION 2—TIER II DESIGNATION: After all Tier I schools have been served, MDE will serve Tier II schools. To prioritize among Tier II schools, MDE will apply the following criteria:

- Priority 2a—Schools in LEAs under state conservatorship

- Priority 2b—Schools designated as "failing" under the state accountability system in LEAs designated as "failing" under the state accountability system

- Priority 2c—Schools designated as "failing" under the state accountability system *not* in LEAs designated as "failing" under the state accountability system

- Priority 2d—*All* schools in LEAs designated as "failing" under the state accountability system

- Priority 2e—All remaining Tier II schools, ranked by Mississippi's Quality Distribution Index

Requirement 6—Tier III Prioritization: Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools.

CRITERION 1—SCHOOLS UNDER STATE CONSERVATORSHIP: Within Tier III, MDE intends to prioritize schools under state conservatorship. There are 4 LEAs with a total of 6 Tier III schools under state conservatorship. Among these schools, MDE will prioritize school proposals that seek to use one of the U.S. Department of Education's intervention models.

CRITERION 2—FAILING LEAs: MDE's second priority will be Tier III schools in LEAs designated as "failing" under the state accountability system. There are 3 unserved Tier III schools in "failing" LEAs. One of these schools is in an LEA that is under state conservatorship. Among these schools, MDE will prioritize school proposals that seek to use one of the U.S. Department of Education's intervention models.

CRITERION 3—FAILING SCHOOLS: MDE's third priority will be Tier III schools labeled as "failing" under the state accountability system. There is only 1 "failing" Tier III school.

CRITERION 4—FEEDER SCHOOLS: MDE's final priority will be Tier III schools which are part of a funded Tier I or Tier II school's feeder pattern. Among these schools, MDE will prioritize school proposals that seek to use one of the U.S. Department of Education's intervention models.

Requirement 7—State Takeover of Schools: If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

Below, please find a list of FY10 Tier I and Tier II schools in LEAs currently under State conservatorship. Three of these schools are currently being served. Six schools in LEAs under State conservatorship are eligible to be served with FY10 funds. The LEAs of these six schools must apply in the competitive process just like non-conservatorship schools. However, MDE has elected to prioritize serving schools under conservatorship in its prioritization criteria.

LEA	School	FY10 Tier	Status
Hazlehurst School District	Hazlehurst Middle School	Tier 1	FY09 Served—Transformation
Indianola School District	Carver Upper Elementary School	Tier 1	Unserved
Indianola School District	Gentry High School	Tier 1	FY09 Served—Transformation
North Panola School District	Greenhill Elementary School	Tier 1	Unserved
Sunflower County School District	Ruleville Middle School	Tier 1	Unserved
North Panola School District	North Panola High School	Tier 2	FY09 Served—Transformation

Okolona School District	Okolona High School	Tier 2	Unserved
Sunflower County School District	Ruleville Central High School	Tier 2	Unserved
Tate County School District	Coldwater Attendance Center	Tier 2	Unserved

Requirement 8—SEA Direct Service Provision: If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.

Not Applicable—MDE has no plans at this time to provide services directly to any schools that have not been taken over by the State.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities.

☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.

☒ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.

☒ Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.

☒ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

☒ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.

☒ Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

TOTAL SEA RESERVATION: $370,925 (5% of SEA total allocation of $7,418,518)

ADMINISTRATION: MDE will spend $200,000 of its reservation over three years to fund one position to administer the grant and to fund office overhead, such as supplies and materials.

EVALUATION: MDE will spend $60,000 of its reservation to fund an external evaluation and an MDE liaison to serve an estimated 16 schools to ensure that interventions are implemented with fidelity at the LEA level and to evaluate the systems of support available to LEAs from the SEA. Funds will also be used to conduct the grant application and review process.

TECHNICAL ASSISTANCE: MDE will spend $110,925 to provide technical assistance to LEAs. Services will include on-site monitoring visits; professional development to support school improvement, teacher quality, administrator quality, data analysis, and turnaround practices; contractual services with external providers to provide direct assistance to schools that are identified for specific technical assistance needs during monitoring visits; and travel and supplies related to providing technical assistance.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

☒The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

☒The SEA has consulted with other relevant stakeholders, including teacher professional organizations, civil rights groups, public policy groups, external providers, and higher education

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here Mississippi requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver
☒In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.

Assurance
☒The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of "persistently lowest-achieving schools") that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of "persistently lowest achieving schools" should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 2: n-size waiver

☐In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed is less than **[Please indicate number]**   .

Assurance

☐The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its "minimum n." The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its "minimum n" in its definition of "persistently lowest-achieving schools." In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of "persistently lowest-achieving schools" should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

☐Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

☐The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Mississippi requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

☒Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to "start over" in the school improvement timeline.

Assurances

☒The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot

request this waiver to "start over" their school improvement timeline again.

Waiver 5: Schoolwide program waiver

☒Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

☒The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Mississippi requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

☒Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS
(Must check if requesting one or more waivers)

☒The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

> **The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.**

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

> Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

(1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

(2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

(3) The LEA must describe actions it has taken, or will take, to—
- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

(4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

(5) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

(6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

> Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.
>
> An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by $2,000,000 or no more than $6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		**Year 2 Budget**	**Year 3 Budget**	**Three-Year Total**
	Pre-implementation	**Year 1 - Full Implementation**			
Tier I ES #1	$257,000	$1,156,000	$1,325,000	$1,200,000	$3,938,000
Tier I ES #2	$125,500	$890,500	$846,500	$795,000	$2,657,500
Tier I MS #1	$304,250	$1,295,750	$1,600,000	$1,600,000	$4,800,000
Tier II HS #1	$530,000	$1,470,000	$1,960,000	$1,775,000	$5,735,000
LEA-level Activities	$250,000		$250,000	$250,000	$750,000
Total Budget	**$6,279,000**		**$5,981,500**	**$5,620,000**	**$17,880,500**

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

(3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

(4) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

❑ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

❑ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated $546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of $3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and $546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly $1.4 billion in total SIG funding available in FY 2010 (an estimated $825 million in FY 2009 SIG carryover funds plus the $546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has $36 million in FY 2009 carryover SIG funds and $21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of $1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the $36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the $21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools ($57 million divided by $3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of $2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to $2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require $1 million annually, whereas a large, comprehensive high school might require the full $2 million annually).

In addition, the annual $2 million per school cap, which permits total per-school funding of up to $6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.

2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.

3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.

4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.

5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.

6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by $2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.

3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.

4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.

5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.

7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than $50,000 or more than $2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).

2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.

4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.

5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).

6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of "persistently lowest-achieving schools."[‡]	Title I eligible[§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of "persistently lowest-achieving schools" and that are: • in the bottom 20% of all schools in the State based on proficiency rates; or • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of "persistently lowest-achieving schools."	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of "persistently lowest-achieving schools" or (2) high schools that have had a graduation rate of less than 60 percent over a number of years and that are: • in the bottom 20% of all schools in the State based on proficiency rates; or • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I.[**]	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II and that are: • in the bottom 20% of all schools in the State based on proficiency rates; or • have not made AYP for two years.

[‡] "Persistently lowest-achieving schools" means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

> (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

> (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

> (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

> (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, "Title I eligible" schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

[**] Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

Mississippi Department of Education

Persistently
Lowest-Achieving
Schools

This document represents the working model for defining persistently lowest-achieving schools for the state of Mississippi.

Office of Research and Statistics

February 2, 2010

Revised December 15, 2010

Defining Persistently Lowest-Achieving Schools for Mississippi

Mississippi used the guidance issued in support of School Improvement Grants and State Fiscal Stabilization Funds to define persistently low achieving schools in Mississippi. Specific steps and procedures were followed in defining those schools.

Before defining persistently low achieving schools in the state, certain elements relating to persistently low achieving schools had to be defined.

The following definitions are for purposes of defining persistently low achieving schools.

1. A secondary school is defined as any school whose lowest grade taught is no lower than grade 7.
2. A high school is defined as any school whose highest grade taught is grade 12.
3. "A number of years" for purposes of determining "lack of progress" on Mississippi's assessments is determined using assessments from the 2007-2008 through 2009-2010 school years. For a school formed in 2009-2010, "a number of years" would be only the 2009-2010 school year.
4. "A number of years" for purposes of determining whether a high school has had a graduation rate less than 60 percent is 3 years. Mississippi has adopted and used the cohort graduation rate as proposed by the National Governor's Association for a number of years. However, those cohort graduation rates have been calculated at the school level for only 3 years. Consequently, we only have three years of longitudinal data at the school level.

In determining the 2010 Persistently Lowest Achieving Schools, 847 schools were considered. Within those schools, the lowest quintile of performance fell at 50.7% proficiency. In Tier I schools, the performance of the highest-achieving school in the lowest five percent is 37.2% and in Tier II the performance of the highest-achieving school in the lowest five schools is 50.3%.

Mississippi currently has 116 schools in improvement, corrective action, or restructuring; 20 of these schools meet the criteria for Tier I, 15 meet the criteria for Tier 2, and 81 meet the criteria for Tier 3. Of the 251 secondary schools, 73 are eligible for but do not receive Title I funds; the lowest-achieving five schools in this category will be classified as Tier II schools.

Establishing Percent Proficient and Above

Next, the State decided to use a single percentage of students proficient and above in Language Arts and Mathematics for each school. For 2007-2008 through 2009-2010, the total number of students in the "all students" group who took the language arts assessment and the total number of students in the "all students" group who took the mathematics assessment were combined to provide one overall count of all students taking the language arts and/or mathematics assessments. Of those students, the number scoring proficient or advanced (proficient and above) were determined. The number scoring proficient or advanced was then divided by the total number taking the assessments with the resulting quotient representing the overall percentage proficient or advanced for each school.

Establishing "Lack of Progress" and "Academic Achievement"

For each year, the schools were ranked with from lowest to highest. A rank of "one" represented the lowest performing school in that year up through the highest performing school in that year. Any school not in existence during that particular year was excluded from the ranking. Once a ranking from each year was established, an average ranking for each school was determined by combining the rankings of a school and then dividing by the number of rankings available for that school. This average ranking then became the "progress" of each school "over a number of years" while the ranking for the 2009-2010 school year became the "academic achievement" of each school. In each ranking, lower rankings reflect lower progress and achievement.

Weighting "Lack of Progress" and "Academic Achievement"

After establishing the academic achievement and lack of progress for each school, the weighting of each factor was considered. Realizing that the performance of a school should be considered longitudinally and not in the context of one year, it was decided to weight progress over time more heavily than the performance in a single year. In determining the final ranking of each school, it was decided that progress would account for 80% of the final ranking and achievement the other 20%.

Determining the lowest quintile

The next step was to decide the lowest quintile of all schools in the state. All schools were sorted in ascending order and the bottom 20% was determined. In this step, it was determined that the lowest quintile represents those schools whose percentage proficient or above is no higher than 50.7%.

Determining Tier I schools in improvement, corrective action, or restructuring

Schools were limited to those Title I schools in improvement, corrective action, or restructuring. The lowest performing five schools from this category were determined based on the weighted average of "Lack of Progress" and "Academic Achievement." This step resulted in five schools identified as Tier I schools.

Determining Tier I high schools in improvement, corrective action, or restructuring with a graduation rate of 60% or less for a number of years

The list of schools in improvement was limited to high schools with a graduation rate of 60% or less for three years; doing so resulted in no schools being identified as a Tier I school.

Determining Tier II secondary schools that are eligible for, but do not receive, Title I funds

These eligible secondary schools not receiving Title I funds were ranked based on their weighted average of "Lack of Progress" and "Academic Achievement." The lowest performing five schools from this category were determined resulting in five Tier II schools.

Determining Tier II high schools that are eligible for, but do not receive, Title I funds with a graduation rate of 60% or less for a number of years

The list of secondary schools eligible for but not receiving Title I funds was limited to high schools with a graduation rate of 60% or less for three years; doing so resulted in no schools being identified as a Tier II school as a result of this criteria.

Using the above steps and criteria, Mississippi has identified six Tier I schools and five Tier II schools that are defined as Persistently Lowest-Achieving Schools.

Using the guidance dated January 20, 2010, the state expanded the list of schools identified in Tiers I and II for inclusion in the School Improvement Grant under the Consolidated Appropriations Act, 2010.

2010 Schools Eligible to Apply for School Improvement Grants

Tier I schools

Schools Identified as Tier I Using the Original Guidance

Criteria 1 – The lowest-achieving five percent of schools in some level of improvement during the 2010-2011 school year.

District	School
Coahoma County	Lyon Elementary School
Drew	Drew Hunter High School
Greenville	Greenville-Weston High School
Indianola	Gentry High School*
Jackson Public	Wingfield High School*
Jefferson County	Jefferson County Jr. High School
Kemper County	Kemper County High School
Sunflower County	Ruleville Middle School

*Although Gentry High School and Wingfield High School were originally identified in the lowest performing six schools, there acceptance of a SIG grant in the 2009-2010 competition required the selection of the next two lowest performing schools. **Wingfield High School and Gentry High School will not be eligible for additional FY2010 SIG funds during the second cycle of grant funding.**

Criteria 2 – High schools in some level of improvement during the 2010-2011 school year and have had a graduation rate of less than 60% for three years.

District	School
■ No Schools were identified using this criteria.	

Schools Identified as Tier I Using the New Guidance

Criteria 3 – Title I-eligible elementary schools that have not made AYP for two consecutive years – AND-- are no higher performing than the highest performing school in Criteria 1.

District	School
Clarksdale	W A Higgins Middle School*
Covington County	Carver Middle School
Hazlehurst City	Hazlehurst Middle School *
Hollandale	Sanders Elementary
Indianola	Carver Upper Elementary
Jackson Public	Whitten Middle School
McComb	Kennedy Elementary
Meridian	George W Carver Middle
North Panola	Greenhill Elementary School
Shaw	McEvans School
West Bolivar	West Bolivar District Middle
West Tallahatchie	R H Bearden Elementary
Yazoo City	McCoy Elementary

* W A Higgins Middle School and Hazlehurst Middle School received SIG in FY2009 and will not be eligible for additional FY2010 SIG funds during the second cycle of grant funding.

Criteria 4 – Title I-eligible elementary schools that are no higher performing than the highest performing school in Criteria 1– AND-- are in the lowest 20% of performance of all schools.	
District	**School**
Clarksdale	J W Stamply Elementary School
Coahoma County	Friars Point Elementary School
Greenville	Stern Elementary School
Hollandale	Chambers Middle School
Holmes County	Lexington Elementary School
Holmes County	Williams Sullivan Elementary School
Jefferson County	Jefferson County Elementary School
Kemper County	West Kemper Elementary School
Leake County	South Leake Elementary School

Tier II schools

Schools Identified as Tier II Using the Original Guidance

Criteria 5 – The five lowest-achieving secondary schools eligible for but not receiving Title I funds.

District	School
Columbus	Columbus High School
East Tallahatchie	Charleston High School
Laurel	Laurel High School
Vicksburg-Warren	Vicksburg High School
Western Line	Riverside High School

Criteria 6 – Secondary schools eligible for but not receiving Title I funds that have had a graduation rate of less than 60% for three years.

- No Schools were identified using this criteria.

Criteria 7 – Title I-eligible secondary schools (whether receiving funds or not) that have not made AYP for two consecutive years – AND-- are no higher performing than the highest performing school in Criteria 5.

* Leflore County High School and North Panola High School received SIG in FY2009 and will not be eligible for additional FY2010 SIG funds during the second cycle of grant funding.

District	School
Aberdeen	Aberdeen High School
Canton	Canton Public High School
Clarksdale	Clarksdale High School
Coahoma County	Coahoma County Jr/Sr High School
Covington County	Mt. Olive Attendance Center
Holmes County	Williams-Sullivan High School
Jackson Public	Bailey Magnet School
Jackson Public	Provine High School
Leake County	South Leake High School
Leflore County	Amanda Elzy High School
Leflore County	Lefore County High School *
Meridian	Meridian High School
North Panola	North Panola High School *
South Pike	South Pike Sr. High School
Sunflower County	Ruleville Central High School
Walthall County	Dexter Attendance Center
Yazoo City	Yazoo City High School

Criteria 8 – Title I-eligible secondary schools (whether receiving funds or not) that have not made AYP for two consecutive years – AND-- have had a graduation rate of less than 60% for three years.

District	School
■ No Schools were identified using this criteria.	

Schools Identified as Tier II Using the New Guidance

Criteria 9 – Title I-eligible secondary schools (whether receiving funds or not) that are no higher performing than the highest performing school in Criteria 5– AND-- are in the lowest 20% of performance of all schools.

Port Gibson High School received SIG in FY2009 and will not be eligible for additional FY2010 SIG funds during the second cycle of grant funding.

District	School
Claiborne County	Port Gibson High School *
Forest City	Forest High School
Hinds County	Raymond High School
Hollandale	Simmons High School
Jackson Public	Lanier High School
Leake County	Thomastown Attendance Center
Lowndes County	West Lowndes High School
Natchez-Adams	Natchez High School
Newton City	Newton High School
North Bolivar	Broad Street High School
Okolona	Okolona High School
Oktibbeha County	East Oktibbeha County High School
Oktibbeha County	West Oktibbeha County High School
Perry County	Perry Central High School
Quitman County	M S Palmer High School
South Delta	South Delta High School
Tate County	Coldwater Attendance Center
West Tallahatchie	West Tallahatchie High School

Criteria 10 – Title I-eligible secondary schools (whether receiving funds or not) that are in the lowest 20% of performance of all schools – AND-- have had a graduation rate of less than 60% for three years.

■ No Schools were identified using this criteria.	

Tier III schools	
Schools Identified as Tier III Using the Original Guidance	
Criteria 11 – Remaining schools in some level of improvement during the 2010- 2011 school year. ***Hazlehurst High School received SIG in FY2009 and will not be eligible for additional FY2010 SIG funds during the second cycle of grant funding.***	
District	**School**
Amite County	Amite County High School
Benton County	Ashland High School
Brookhaven	Alexander Jr. High School
Canton	Nichols Middle School
Carroll County	J Z George High School
Coahoma AHS	Coahoma Agricultural High School
Columbus	Hunt Intermediate School
Copiah County	Crystal Springs High School
Copiah County	Crystal Springs Middle School
Covington County	Collins High School
Covington County	Seminary High School
Covington County	Seminary Middle School
Drew	A W James Elementary School
East Tallahatchie	Charleston Middle School
Forest City	Hawkins Middle School
Forrest County AHS	Forrest County Agricultural High School
Greenwood	Threadgill Elementary School
Hattiesburg	9th Grade Academy - HHS
Hattiesburg	Hattiesburg High School
Hattiesburg	Hawkins Elementary School
Hattiesburg	N R Burger Middle School
Hattiesburg	Woodley Elementary School
Hazlehurst City	Hazlehurst High School *
Hinds County	Utica Elementary/Middle School
Holly Springs	Holly Springs Primary
Holly Springs	Holly Springs Intermediate School
Houston Separate	Houston High School
Houston Separate	Houston Middle School
Indianola	Lockard Elementary
Jackson Public	Blackburn Middle School
Jackson Public	Chastain Middle School
Jackson Public	Hardy Middle School
Jackson Public	Northwest Middle School
Jackson Public	Peeples Middle School
Jackson Public	Powell Middle School
Jackson Public	Siwell Middle School
Jefferson County	Jefferson Upper Elementary School

Criteria 11 Continued	
Jones County	East Jones Elementary School
Leake County	Carthage Elementary School
Leake County	Carthage High School
Leflore County	East Elementary School
Lincoln County	Enterprise School
Lowndes County	New Hope High School
Lowndes County	West Lowndes Middle School
Lumberton	Lumberton High School
Marion County	East Marion High School
Marion County	West Marion High School
Marion County	West Marion Primary School
Marshall County	Byhalia High School
Marshall County	Byhalia Middle School
Marshall County	H W Byers Elementary
McComb	Otken Elementary
McComb	McComb High School
Meridian	Magnolia Middle School
Moss Point	Magnolia Jr. High School
Natchez-Adams	Morgantown Elementary School
Natchez-Adams	Robert Lewis Middle School
Neshoba County	Neshoba Central Elementary School
Neshoba County	Neshoba Central Middle School
Nettleton	Nettleton Middle School
North Panola	Crenshaw Elementary School
North Pike	North Pike Middle School
Noxubee County	B F Liddell Middle School
Noxubee County	Noxubee County High School
Oxford	Oxford Middle School
Pascagoula	Gautier Middle School
Pascagoula	Pascagoula High School
Picayune	Picayune Jr. High School
Poplarville	Middle School of Poplarville
Quitman County	Quitman County Elementary School
Smith County	Mize Attendance Center
South Panola	Batesville Jr. High School
South Panola	Batesville Middle School
Union County	East Union Attendance Center
Vicksburg-Warren	Vicksburg Intermediate School
Walthall County	Tylertown Upper Elementary School
Webster County	Eupora Elementary School
West Point	West Point High School
Western Line	O'Bannon High School
Wilkinson County	Wilkinson County High School

District	School
Yazoo City	B E Woolfolk Middle School
Yazoo City	Webster Street Elementary School

Schools Identified as Tier III Using the New Guidance

Criteria 12 – Title I-eligible schools (whether receiving funds or not) that have not made AYP consecutively for the past two years.

District	School
Alcorn County	Kossuth High School
Columbus	Lee Middle School
Forrest County	Dixie Attendance Center
George County	George County Middle School
Gulfport	Gulfport High School
Hancock County	Hancock County High School
Hinds County	Byram Middle School
Houston Separate	Houston Upper Elementary School
Itawamba County	Itawamba Attendance Center
Jackson Public	Murrah High School
Kosciusko	Kosciusko Sr. High School
Lafayette County	Lafayette County Middle School
Lauderdale County	NE Lauderdale High School
Lee County	Guntown Middle School
Meridian	Northwest Jr. High School
Moss Point	Moss Point High School
Nettleton	Nettleton High School
Picayune	Picayune Memorial High School
Pontotoc County	South Pontotoc High School
Quitman	Quitman High School
Rankin County	Richland High School
Stone County	Stone High School
Stone County	Stone Middle School
Vicksburg-Warren	Vicksburg Jr. High School
Vicksburg-Warren	Warren Central High School
Vicksburg-Warren	Warren Central Intermediate School

Criteria 13 – Title I-eligible schools (whether receiving funds or not) that have are in the lowest 20% of performance of all schools.

District	School
Aberdeen	Belle Elementary School
Aberdeen	Prairie Elementary School
Attala County	Long Creek Attendance Center
Cleveland	Bell Elementary School
Clarksdale	Booker T Washington International Studies School
Clarksdale	Kirkpatrick School
Clarksdale	Heidelberg School
Cleveland	D M Smith Middle School

Cleveland	Nailor Elementary School
Covington County	Collins Elementary School
Covington County	Hopewell Elementary School
Forrest County	Earl Travillion Attendance Center
Forrest County	Rawls Springs Attendance Center
Franklin County	Franklin Jr. High School
Franklin County	Franklin Upper Elementary School
Greenville	Boyd Elementary School
Greenville	Solomon Middle School
Greenwood	Davis Elementary School
Greenwood	Greenwood Middle School
Greenwood	W C Williams Elementary School
Holmes County	J J McClain Middle School
Holmes County	Mileston Elementary School
Holmes County	S V Marshall Elementary School
Humphreys County	Humphreys Jr. High School
Indianola	Robert L Merritt Middle School
Jackson Public	Galloway Elementary School
Jackson Public	Hopkins Elementary School
Jackson Public	Isable Elementary School
Jackson Public	Johnson Elementary School
Jackson Public	Lee Elementary School
Jackson Public	Marshall Elementary School
Jackson Public	North Jackson Elementary School
Jackson Public	Spann Elementary School
Jackson Public	Wilkins Elementary School
Kemper County	East Kemper Attendance Center
Laurel	Laurel Middle School
Laurel	Oak Park Elementary School
Laurel	Stainton Elementary School
Leland	Leland School Park
Lee County	Verona Elementary School
Leflore County	Amanda Elzy Elementary School
Madison County	East Flora Elementary School
Marion County	East Marion Elementary School
Marion County	East Marion Primary School
Marion County	West Marion Elementary School
Marshall County	Byhalia Elementary School
Meridian	Crestwood Elementary School
Meridian	Oakland Heights Elementary School
Meridian	West Hills Elementary School
Meridian	T J Harris Elementary
Mound Bayou	I T Montgomery Elementary School
Nettleton	Nettleton Primary School

North Panola	Como Elementary School
North Panola	North Panola Jr. High School
Okolona	Okolona Elementary School
Oktibbeha County	East Oktibbeha County Elementary School
Pascagoula	Jackson Elementary School
Simpson County	Mage Elementary School
Sunflower County	Ruleville Central Elementary School
Tate County	Independence Middle School
Tunica County	Tunica Middle School
Vicksburg-Warren	Dana Road Elementary School
Walthall County	Tylertown Lower Elementary School
West Jasper	Bay Springs Middle School
Western Line	O'Bannon Elementary School
Wilkinson	Finch Elementary School

Mississippi Department of Education
School Improvement Grant (SIG) 1003(g)
LEA Application

Partial Funding by the
American Recovery and Reinvestment Act

DRAFT

TABLE OF CONTENTS

INSTRUCTIONS

Overview of the School Improvement Grant Application
The FY2010 Local Education Agency (LEA) Application consists of four parts: the LEA Plan Overview, the School Proposal, SIG Budgets, and requested appendices. An LEA applying for multiple schools will submit an LEA Plan Overview, a *unique* School Proposal, SIG Budgets, and appropriate appendices for <u>each</u> applicant school. (For example, if an LEA is going to apply for three schools, the LEA will submit 3 identical LEA Plan Overviews, 3 unique School Proposals, 3 unique SIG Budgets, and 3 sets of appendices.) With every LEA Application, an LEA must provide a completed Mississippi Department of Education (MDE)-formatted cover page, the official MDE checklist, a signed copy of the LEA Assurances, and a completed LEA waiver request form. All of these documents can be found in the LEA Application.

Special Instructions for Tier III Schools
Like Tier I and Tier II schools, all Tier III schools must complete and submit the LEA Application in order to obtain SIG funds. Unlike Tier I and Tier II schools, Tier III schools are not required to implement one of the four U.S. Department of Education-approved intervention models. Tier III schools choosing to exercise this option must nevertheless ensure that proposed strategies are research-based and designed to address the particular needs of the school. Furthermore, Tier III schools must submit the LEA Plan Overview and SIG Budgets in their entirety. In completing the School Proposal, Tier III schools choosing not to implement one of four models should complete the sections marked "All" (highlighted in green), any sections marked "Tier III" (highlighted in yellow or red), and any other sections necessary to fully and clearly explain the school's proposed reform strategies.

Overview of LEA Application Toolkit
The LEA Application Toolkit has been created to assist LEAs in developing high-quality applications. Some tools in the Toolkit are intended to be attached to the LEA Application as appendices. Other tools are for planning or information only. The following Tools should be completed and submitted with the LEA Application in the appendices:

- ✓ SIG Stakeholder Consultation Sign-In
- ✓ Memorandum of Understanding
- ✓ Performance Framework
- ✓ Selecting an Intervention Model

APPLICATION PROCESS AND TIMELINE

The School Improvement Grant application process is as follows:

- *Letters of Intent*—LEAs will submit letters of intent to apply for funds to MDE in order for MDE to recruit enough external parties to serve as application reviewers.

- *Application Released*—MDE will release the final LEA application upon approval by the U.S. Department of Education.

- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted.

- *Phase I Application Submission*—MDE will accept LEA applications in two phases. The first phase will consist of Tier I and Tier II schools only. If funding remains after Phase I of the application process, Tier III schools will be permitted to apply.

  The LEA must submit one (1) original of the written application and an electronic copy saved to a CD in "read only" PDF format. The CD must be clearly labeled to indicate the district name, application name, and the due date of the application. By submitting the CD, the district is assuring that the information contained in the original copy and the electronic version are one in the same and the MDE may use either for evaluation purposes. The LEA must submit the application by 3:30 P.M., **March 25, 2011** to the following address:

Hand Deliver Proposals to:	Lorraine Wince
	Office of Procurement
	Mississippi Department of Education
	Central High School Building
	359 North West Street—Suite 307
	Jackson, MS
Mail Proposals to:	Lorraine Wince
	Office of Procurement
	Mississippi Department of Education
	Post Office Box 771
	Jackson, MS 39201-0771
Ship Proposals to:	Lorraine Wince
(FedEx, UPS, etc.)	Office of Procurement
	Mississippi Department of Education
	359 North West Street
	Jackson, MS 39201

  The LEA is responsible for ensuring that the proposal is delivered by the deadline and assumes all risks of delivery. Proposals and modifications received after the time set in the proposal will be considered late and will not be accepted or considered for an award. At

the time of receipt of the proposal, the proposals will be dated, stamped, and recorded in Suite 307 of Central High School Building. Incomplete proposals will not be evaluated and will not be returned for revisions.

- *Application Review*—MDE will recruit qualified external reviewers to evaluate applications based on MDE-created rubrics. These reviewers will determine which school proposals qualify for a final interview round.

- *Interview Round*—A small team of MDE staff and external reviewers will interview school teams with proposals qualifying from the application review. Based on the results of the interview round, interviewers will determine which school proposals should be recommended for funding. Recommended school proposals will then be prioritized based on the SEA prioritization criteria.

- *Grant Awards*—Using the prioritized list of recommended school proposals, MDE will award grants to LEAs based on a funding methodology approved by the State Board of Education.

- *Phase II Application Submission, if applicable*—If funding remains after Phase I, MDE will accept applications from eligible Tier III school and repeat the review process.

This grant process will align with the following timeline:

MONTH	ACTION
November 2010	USDE Webinars/SEA application development
	List of schools in each tier disseminated
December 2010	State application submitted to USDE
	LEA letters of intent submitted
February 2011	Districts receive LEA application after USDE approval
March 2011	Phase I district applications submitted to MDE
March/April 2011	District applications reviewed
May 2011	Grant awards recommended to SBE for approval
	LEA grants awarded
June 2011	Pre-implementation begins
August 2011	Implementation begins

COVER PAGE

District Name:			
District State Code:			
District NCES Identification Code:			
Address:			
District Contact:		Phone:	
Email:		Fax:	

School(s) Served— Official School Name and School Code:	NCES Identification Code:	Intervention Model:	Allocation Request:
		Select one...	
		Select one...	
		Select one...	
		Select one...	
		Select one...	
		Select one...	
LEA-Level Allocation Request			
TOTAL LEA REQUEST			

For MDE use only Date Received:_____	
Mississippi Department of Education Approval _____Bureau Manager, OSR _____Bureau Director, OSR	

FY2010 1003(g) CHECKLIST

INSTRUCTIONS: Complete a checklist for each applicant school. Failure to include items marked with "*" will cause the application to be rejected. Failure to include items marked with "†" will negatively affect the application's score.

District: _____   School: _____   Intervention Model: Select one...

Item	For LEA use	For MDE use
Cover Page*	☐ Completed and attached. ☐ CD of proposal included.	☐ Completed and attached. ☐ Not completed or not attached.
LEA Assurances*	☐ Signed copy attached.	☐ Signed copy attached. ☐ Copy not signed or not attached.
Waiver Request Form*	☐ Waiver form attached.	☐ Waiver form attached. ☐ Waiver form not attached.
LEA Plan Overview* *Complete and attach a copy of the LEA Plan Overview for each applicant school.*	☐ Copy attached.	☐ Copy attached. ☐ Copy not attached.
School Proposal* *Complete and attach a unique School Proposal for each applicant school.*	☐ Unique proposal attached.	☐ Unique proposal attached. ☐ Attached proposal is not unique (for a different school). ☐ Proposal not attached.
Appendices† *Complete and attach the checklist of appendices within the LEA Application. Also, attach all relevant appendices in the order appearing on the checklist.*	☐ Checklist completed and attached. ☐ All relevant appendices attached.	☐ Checklist completed and attached. ☐ All relevant appendices attached. ☐ Some or all appendices are missing.
SIG Budgets* *Complete and attach the SIG Budget pages for each applicant school.*	☐ Completed and attached. ☐ ARRA Exhibits 1 and 2 attached.	☐ All budget pages completed and attached and relevant. ☐ Missing one or more budget years. ☐ Budget pages attached do not correspond to school proposal.

FOR MDE USE ONLY

Notes: _____

_____

_____

_____

_____

LEA ASSURANCES

Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Mississippi Department of Education (MDE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

School Improvement Grant (SIG) 1003(g)
The LEA must sign and return a copy of the following assurances as part of its application.

The LEA will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I, Tier II, and Tier III schools identified on the LEA grant application: (A) Turnaround Model; (B) Closure Model; (C) Transformation Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (http://www2.ed.gov/programs/sif/2010-27313.pdf).

The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I, Tier II, and Tier III school that it serves with school improvement funds.

The LEA will report to the SEA school-level data that is required under Section III of the final requirements, for the school year prior to implementing the intervention and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the Elementary and Secondary Education Act.

- Number of minutes within the school year and school day;

- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;

- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;

- Dropout rate;

- Student attendance rate;

- Discipline incidents;

- Truants;

- Distribution of teachers by performance level on an LEA's teacher evaluation system;

- Teacher attendance rate;

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup;

- Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;

- Percentage of limited English proficient students who attain English language proficiency;

- School improvement status and AYP targets met and missed;

- College enrollment rates; and

- Graduation rate.

MDE will make grant renewal decisions for each school based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*—A school must meet 6 of 9 leading indicator goals.
- *Achievement Indicators*—The school must also meet a minimum of 50% of applicable achievement indicators.

MDE may grant exceptions to this rule only if highly unusual, extenuating circumstances occur.

The LEA must conduct a comprehensive needs assessment of the school(s), and as needed, assist in the implementation of the intervention model.

LEAs that commit to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds are to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds.

A. LEAs should include in any contracts with outside providers terms or provisions that will enable the LEA to ensure full and effective implementation of the model.

B. LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

C. LEAs with a school implementing a school improvement timeline waiver of Section 1116(b)(12) of the *Elementary and Secondary Education Act of 1965* (ESEA) would begin

the improvement timeline anew beginning the first year in which the improvement model is being implemented. For example, with respect to SIG grants made using FY 2010 funds for implementation in the 2011-2012 school year, the school would start the improvement timeline over beginning with the 2011–2012 school year.

Awarded programs understand future funding opportunities may be hindered if reporting and/or performance expectations per this or any grant opportunity/contract with MDE have not been met and/or reports are not submitted in a timely fashion.

The MDE may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, the reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

State Assurances
MDE requires that each LEA will establish an LEA-based School Improvement Officer or School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Tier I, Tier II and Tier III school to be served by the application and for coordinating with the SEA.

Changes
This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

Independent Grantee
The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

Termination
The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to

the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records
The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorizes their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

Laws
This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Mississippi.

Legal Authority
The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer
The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights
The grantee (i) agrees that the Mississippi Department of Education shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be

likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel
Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment
Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds
It is expressly understood and agreed that the obligation of the Mississippi Department of Education to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the Mississippi Department of Education (MDE), the MDE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Mississippi Ethics
It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

American Recovery and Reinvestment Act of 2009
The subgrantee agrees to the reporting and registration requirements of the American Recovery and Reinvestment Act as outlined in Exhibit 1 (pages 1-11) and Exhibit 2 that are included in the LEA Toolkit.

Other Assurances
The LEA/grantee adheres to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.

The grantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.

The grantee adheres to 2 CFR part 225, Office of Management and Budget (Cost Principles for State, Local, and Indian Tribal Governments).

The grantee assures that salary and wage charges will be supported by proper time reporting documentation that meets the requirements of to 2 CFR part 225, OMB Circular A-87.

Superintendent (Typed Name, and Signature)	Date

LEA Board Chair (Typed Name, and Signature)	Date

Federal Programs Coordinator (Typed Name, and Signature)	Date

Business Manager (Typed Name, and Signature)	Date

LEA WAIVERS

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☐ Waive section 241(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

☐ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III, Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline.

☐ Waive the 40% poverty eligibility threshold in section 1114 (a)(1) of the ESEA to permit LEAs to implement a Schoolwide program in a Tier I, Tier II, or Tier III, Title I participating school that does not meet the poverty threshold and is fully implement one of the school intervention models.

☐ A waiver is not requested.

Required Signatures:

_____

Superintendent (Typed Name, and Signature)   Date

_____

LEA Board President (Typed Name, and Signature)   Date

_____

Federal Programs Coordinator (Typed Name, and Signature)   Date

_____

Business Manager (Typed Name, and Signature)   Date

LEA PLAN OVERVIEW

PART I: INTRODUCTION

A. Descriptive Information about the Eligible Schools

Complete the following chart for <u>every eligible school</u>. If the LEA does not intend to apply for a school, select "Not served" in the Selected Intervention column.

NAME	MSIS School Code (LEA, School)	NCES Code (LEA, School)	Tier Designation	09-10 State Accountability Label	Selected Intervention
Example School	*1234-1234567*	*1234567-12345*	*Tier II*	*At-Risk-of-Failing*	*Turnaround*
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...

B. Lack of Capacity to Serve Tier I Schools

If an LEA claims to lack the capacity to serve all of its Tier I schools, the Mississippi Department of Education will evaluate the district's claim. If MDE determines that the LEA has the capacity to serve more of the Tier I schools than originally proposed, then MDE will ask the LEA to re-submit the proposal to include all Tier I schools that the district possesses the capacity to serve. If MDE determines that an LEA has enough capacity to serve more Tier I schools and the LEA refuses, MDE may reject the LEA's application.

If applicable, please <u>provide a rationale below for not serving all eligible Tier I schools</u>.

C. Consultation with Stakeholders

Describe <u>the process by which the LEA consulted with relevant stakeholders</u> regarding the LEA's application and the LEA's proposed implementation of school improvement models in its Tier I and Tier II schools.

In Appendix A, <u>attach</u> the agenda, minutes, and sign-in form (see LEA Application Toolkit) from the stakeholder consultation.

D. Disclosure of External Party Application Assistance

In the past, LEAs have worked with external parties in the development of grant applications. Although this collaboration is perfectly legitimate, MDE must help LEAs guard against conflicts of interest in cases where grant dollars may later be used for contracts with external parties. If the LEA collaborated with external parties in the development of this application, please list these external parties and their involvement in this application. For this item, external parties are defined as any person who is not a regular employee of the district or of MDE and who may have collaborated on the development of the grant in whole or in part. External parties may also be for-profit or non-profit organizations, including institutions of higher education. Even if the external party was not paid for the collaboration, the relationship must still be disclosed.

Did the LEA work with external parties on any part of the LEA Plan Overview or any of the LEA's school proposals?

☐ YES

☐ NO

If the LEA marked "YES," please complete the chart below.

External Party	Role in Application Development

PART II: DISTRICT LEADERSHIP

A. District Governance

1. Policy Analysis and Timeline

Complete the chart below to <u>demonstrate that the LEA has reviewed its policies and eliminated any barriers which would prevent the full and effective implementation of the selected intervention models</u>. Examples of relevant policies are provided beneath important policy areas; however, depending on the intervention model chosen, not all policy areas may require a policy change. If a policy does not require a change, please note "no change needed" or "not applicable." In some cases, an LEA may need to create policies to address new procedures. Any new policies necessary for the SIG process should also be described below. Blank lines are provided for this purpose at the bottom of the chart.

Policy	Analysis	Proposed Changes	Completion Date
Topic covered	*How does this policy create a barrier to reform?*	*How will this policy be amended?*	*When will these changes be enacted?*
School Zones: ✓ Student assignment ✓ Student attendance areas/ school boundaries			
Time: ✓ School year ✓ School calendar ✓ Extended school year/ summer school ✓ School day ✓ Student arrival and departure time			

Policy	Analysis	Proposed Changes	Completion Date
Topic covered	*How does this policy create a barrier to reform?*	*How will this policy be amended?*	*When will these changes be enacted?*
✓ Administrative personnel time schedules ✓ Instructional personnel time schedules			
Curriculum: ✓ Curriculum development ✓ Summer school programs			
Instruction: ✓ Instructional programs ✓ 3-tier instruction ✓ Class size ✓ Grading ✓ Assessment ✓ Use of test results ✓ Lesson plans			
Employment (Hiring): ✓ Administrative personnel hiring ✓ Teacher/other staff hiring			

Policy	Analysis	Proposed Changes	Completion Date
Topic covered	*How does this policy create a barrier to reform?*	*How will this policy be amended?*	*When will these changes be enacted?*
Employment (Compensation): ✓ Administrative and teacher compensation guides ✓ Compensation for advanced degrees ✓ Compensation guides/ salary schedules			
Employment (Placement): ✓ Administrative personnel assignment/ re-assignment ✓ Teacher/other staff assignment			
Employment (Career Ladder): ✓ Administrative/ supervisory personnel ✓ Organization charts			

Policy	Analysis	Proposed Changes	Completion Date
Topic covered	*How does this policy create a barrier to reform?*	*How will this policy be amended?*	*When will these changes be enacted?*
✓ Instructional personnel— others			
Employment (Evaluation): ✓ Administrative personnel evaluation ✓ Teacher/staff evaluation			
Employment (Termination): ✓ Personnel— suspension ✓ Administrative personnel separation and dismissal ✓ Teacher/ staff separation and dismissal			
Professional Development: ✓ Opportunities— all employees ✓ Administrative personnel			

Policy	Analysis	Proposed Changes	Completion Date
Topic covered	*How does this policy create a barrier to reform?*	*How will this policy be amended?*	*When will these changes be enacted?*
professional development			
Student Climate: ✓ Attendance ✓ Truancy ✓ Student involvement in decision-making ✓ Student conduct			
Family and Community Engagement: ✓ School-community relations ✓ Parent involvement ✓ Community involvement in decision-making ✓ Federal programs procedure with complaint resolution ✓ Visitors to schools			

Policy	Analysis	Proposed Changes	Completion Date
Topic covered	*How does this policy create a barrier to reform?*	*How will this policy be amended?*	*When will these changes be enacted?*

2. School Board Approval

Provide evidence of school board approval by <u>attaching as Appendix B the Board's agenda and/or minutes from the relevant meeting</u>. Remember, the signature of the Board President should also appear on the Assurances.

3. Lead Partner Contracting Process

LEAs are not required to contract with Lead Partners as part of the SIG process. If the LEA plans to contract with Lead Partners as part of any of its school proposals, please answer the following questions to <u>demonstrate a rigorous, evidence-based screening process for Lead Partner Contracting</u>. ***Before completing this section, please see the "Lead Partner Guidance" in the LEA Application Toolkit for important information.***

a) How will the LEA <u>recruit Lead Partners</u> (School Turnaround/Transformation Organizations or Support Service Providers)?

b) Will the LEA use MDE's model Request for Proposal? <u>Check one</u>. ☐ YES ☐ NO <u>Attach</u> the LEA's model RFP in Appendix C.

c) Describe in detail the LEA's <u>process for screening, evaluating, and selecting Lead Partner applicants</u>, beginning with the process for developing and releasing the Request for Proposal to finalizing contracts. Include responsible parties and a timeline.   If the LEA has interview protocols or evaluation rubrics, <u>attach</u> these in Appendix C. An example of an interview protocol can be found in the LEA Application Toolkit.

d) Will the LEA use MDE's model Memorandum of Understanding (MOU) for Lead Partners (see LEA Application Toolkit)? ☐ YES ☐ NO If the LEA will not use MDE's model Memorandum of Understanding for Lead Partners, <u>attach</u> the LEA's model Memorandum of Understanding as part of Appendix C.

B. District Capacity for Selected Interventions

Answer the following questions to <u>demonstrate that the LEA has the capacity to support its portfolio of proposed school reforms</u>.

a) Describe the LEA's previous successful experience managing and implementing competitive grants. Provide evidence that the grant produced positive student outcomes.

b) Explain the role that district executive leadership, i.e., the Superintendent or Conservator, will have in implementing the intervention model.

c) How will the LEA internally monitor implementation?

d) Name and describe school- or district-level personnel who will be involved with the SIG process who have a track record of success in improving student achievement.

e) Is the LEA currently under conservatorship?

☐ YES

☐ NO

Has the LEA recently (within the last 5 years) emerged from conservatorship?

☐ YES

☐ NO

Has the LEA or any school within the LEA been rated as "failing" for two consecutive years?

☐ YES

☐ NO

If the LEA or any school within the LEA has been rated as "failing" for two consecutive years, list the LEA's 2009-2010 accountability label and each applicant school that has been rated as "failing" for two consecutive years.

f) Attach the LEA's Schedule of Findings and Questioned Costs from the most recent audit as Appendix D.

C. Sustainability

An important consideration for MDE is whether the LEA will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality

implementation, building human capital, and ongoing community engagement. Please describe how <u>the LEA, from a district-level perspective, will support the sustainability of reforms</u>.

SCHOOL PROPOSAL

INSTRUCTIONS: Complete a *unique* school proposal for each Tier I, Tier II, and Tier III applicant school. Information required by every intervention model is highlighted in green. Information required by two or three intervention models is highlighted in yellow, and information only required by one intervention model is highlighted in red.

PART I: INTRODUCTION

A. Descriptive Information about the Eligible School (==ALL==)

Complete the chart below.

NAME	MSIS School Code (LEA, School)	NCES Code (LEA, School)	Tier Designation	09-10 State Accountability Label	Selected Intervention
Example School	*1234-1234567*	*1234567-12345*	*Tier II*	*At-Risk-of-Failing*	*Turnaround*
			Select one...	Select one...	Select one...

1. Newly Consolidated School Information (==CLOSURE ONLY==)

Complete the chart below with information about the newly consolidated school (the school <u>to which</u> students are transferring).

NAME	MSIS School Code (LEA, School)	NCES Code (LEA, School)	09-10 State Accountability Label	Grades Served	Enrollment
			Select one...	Before:	Before:
				During:	During:
				After:	After:

B. Alignment with the Needs Assessment (==ALL==)

1. Comprehensive Needs Assessment

To be eligible for SIG funds, all schools must complete a Comprehensive Needs Assessment. Schools are encouraged to complete the "Comprehensive Needs Assessment Tool" located in the LEA Application Toolkit. After completing the comprehensive needs assessment, <u>summarize the results</u> in the chart below. Remember to attach the Performance Framework (from the LEA Application Toolkit) as Appendix E.

Dimension	Areas of Improvement /Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement		
Curriculum and Instruction		
School Context and Organization		
Professional Development		
Family and Community Involvement		

2. Intervention Model Selection

Complete the tool entitled "Selecting an Intervention Model" provided in the LEA Application Toolkit; attach this tool as part of Appendix E.

a) Based on the information from the "Selecting an Intervention Model" tool, describe how the Select one… model best meets the school's needs as defined by the comprehensive needs assessment.

C. **Alignment with Intervention Requirements (**TURNAROUND/TRANSFORMATION ONLY**)**

All funded proposals must address every intervention requirement for the selected model. Complete the chart below to demonstrate that the school proposal has adequately addressed each requirement. Since the Closure model does not have specific program requirements, this chart is only for Turnaround and Transformation schools.

Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
U.S. Department of Education requirement for the model	*Description of how the school proposal fulfills the requirement*	*Page(s) from the proposal in which further explanation can be found*
TURNAROUND AND TRANSFORMATION		
1. Replacement of the Principal		
2. Recruitment, Placement,		

Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
U.S. Department of Education requirement for the model	*Description of how the school proposal fulfills the requirement*	*Page(s) from the proposal in which further explanation can be found*
and Retention Strategies		
3. Job-embedded Professional Development		
4. Research-based, Vertically Aligned Curriculum		
5. Data-Driven Decision-Making		
a. Availability of student data		
6. Increased Learning Time		
7. School Autonomy		
TURNAROUND ONLY		
8. Locally Adopted Competencies to Screen all Existing Staff and Rehire No more than 50% and to Select New Staff		
9. Adopt a New Governance Structure for the School		
10. Social-emotional and Community-Oriented Services and Supports		
TRANSFORMATION ONLY		
9. Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals		
a. Use of student growth as a significant factor		
b. Teacher and principal involvement in development		
10. Identify and Reward School Leaders, Teachers, and Other Staff		
a. Termination process		
11. Family and Community Engagement Strategies		

D. Implementation Milestones (<mark>ALL</mark>)

In the chart below, delineate <u>important milestones which demonstrate the school is implementing the chosen model fully and effectively</u> throughout the grant term. The milestones in this chart should encompass work that takes place from the start of the school year in the year one of the grant term to the time at which the model is fully implemented or the grant term concludes, whichever comes first.

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
What major milestones must be met throughout the year in order to demonstrate full and effective implementation of the model?	*Who will be responsible for ensuring that the milestone is met?*	*How will the LEA judge that a milestone has been satisfactorily met?*	*When will the work begin and end?*	

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
What major milestones must be met throughout the year in order to demonstrate full and effective implementation of the model?	*Who will be responsible for ensuring that the milestone is met?*	*How will the LEA judge that a milestone has been satisfactorily met?*	*When will the work begin and end?*	

1. Pre-Implementation Plan

Prior to the start of the 2011-2012 school year, schools will be able to spend SIG funds on activities that support a successful launch of the intervention model at the beginning of the school year. Please refer to Section J and I-30 of the FY2010 Guidance to learn more about allowable pre-implementation activities. In the chart below, describe any <u>tasks that are critical to the successful launch of this school proposal</u>.

Task	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
What major tasks must be completed in order to successfully launch the model at the start of the new school year?	*Who will be responsible for seeing that the task is completed?*	*How will the LEA judge that a task has been satisfactorily completed?*	*When will the task begin and end? (ALL tasks must be completed by August 2011.)*	

Task	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	**End**
What major tasks must be completed in order to successfully launch the model at the start of the new school year?	*Who will be responsible for seeing that the task is completed?*	*How will the LEA judge that a task has been satisfactorily completed?*	*When will the task begin and end? (ALL tasks must be completed by August 2011.)*	

PART II: TEACHING AND LEARNING

A. Curriculum (<mark>*TURNAROUND/TRANSFORMATION ONLY*</mark>)

1. Research-based

a) <u>Certify</u> below that the school uses the research-based Mississippi Curriculum Frameworks as the basis of the school's curriculum.

☐ YES

☐ NO

b) Complete the chart to <u>describe current and proposed research-based curricular materials</u> which the school uses to support the Mississippi Curriculum Frameworks.

Curricular Area	Current Research-based Curricular Materials and Programs	Proposed Research-based Materials and Programs
Subject	*Ex. textbooks, software, manipulatives, etc.*	*New curricular materials; specify whether the proposed materials are additional or substitutions*
Mathematics		
Remedial mathematics		
Science		
Social Studies/History		
English/Language Arts		
Remedial ELA		
Reading		
Remedial reading		

c) How will the school monitor the effectiveness of adopted curricular materials?

d) How does the school ensure that the supplemental curricular materials in each subject-area/grade-level are aligned with the Mississippi Curriculum Frameworks?

2. Vertical alignment

Answer the following questions to <u>describe the current or proposed process of vertically aligning the curriculum</u> in each core subject.

a) Describe the school's <u>process for reviewing and revising pacing guides</u> in each grade-level.

b) Provide the school's <u>website link to pacing guides</u> in each subject/grade-level: If the school does not have pacing guides, please describe <u>how the school will develop pacing guides</u> for use during the intervention model.

c) Describe the <u>process for cross-grade planning</u> to ensure that the curriculum in each successive grade builds on previous learning.

B. Instruction (<mark>TURNAROUND/TRANSFORMATION ONLY</mark>)

1. Instructional Improvements

Answer the following questions to <u>demonstrate that instructional improvement will be embedded into the school improvement process</u>.

a) Describe the school's current instructional design, including teaching methods.

b) How will instruction be enhanced through the School Improvement Grant model?

2. Three-Tier Instructional Model/Intervention Process (IP)

State Board of Education Policy 4300 requires all schools in Mississippi to use a Three Tier Instructional Model. Complete the chart below to <u>describe how the personalized academic and non-academic support services which support the school's intervention process will be improved</u> through the SIG process. [NOTE FOR TURNAROUND PROPOSALS: Social-emotional and community-oriented services and supports may be provided through the three-tier model and can be listed here to fulfill the requirement.]

	Current Services	Proposed Services
Type of Service	*What services are currently available to students who have been identified through the school's*	*How will the school enhance available services under the SIG*

	three-tier model?	*program?*
Academic		
Non-academic		

Attach the school's three-tier intervention process as part of Appendix F.

3. Special Populations

Complete the chart to describe how the SIG process will enhance services, including personnel or supplemental curricular resources—for special populations.

Group	Current Services	Proposed Services
Students with Disabilities		
English Language Learners		
Academically Behind		
Gifted or Advanced		

4. Increased Time

The Turnaround and Transformation interventions require that schools increase the length of the instructional year in minutes by lengthening the instructional day, adding instructional days to the calendar, or using both methods. The intervention model requires that *__all__* students are included in the increased time. Research suggests that increasing the instructional year by at least 300 additional minutes can have a positive impact on student achievement.

Complete the following chart to demonstrate that the school will increase length of the instructional year.

YEAR	Length of Instructional Day (in minutes)	Number of Instructional Days	Length of Instructional Year (in minutes)
Current			0
SIG Year 1			0
SIG Year 2			0
SIG Year 3			0

Attach as part of Appendix F the school's proposed schedule and school calendar which reflects increased time.

C. Assessments (<mark>TURNAROUND/TRANSFORMATION ONLY</mark>)

Complete the charts to <u>describe how the school proposes to measure student progress</u> in core subjects using formative, interim, and summative assessments.

1. Current Internal and External Assessments (to be continued as part of the SIG process)

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Internal or External	Frequency
Title of Assessment	*Briefly describe the characteristics of the assessment. Multiple choice or free response? Is it paper and pencil or adaptive?*	*Is the assessment formative, interim, or summative?*	*Specify which grade levels use this assessment.*	*Specify which subject areas use this assessment.*	*An internal assessment is created by district or school staff; external assessments are created by vendors or the state.*	*How often is this assessment given?*
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...

		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...

2. Proposed Assessments

   i. External Assessments

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Frequency
Title of Assessment	*Briefly describe the characteristics of the assessment (e.g., multiple choice or free response; paper and pencil or adaptive; etc.)*	*Is the assessment formative, interim, or summative?*	*Specify which grade levels use this assessment.*	*Specify which subject areas use this assessment.*	*How often is this assessment given?*
		Select one...			Select one...

   ii. Internal Assessments

a) If the school plans to develop new formative, interim, or summative assessments, <u>describe how the school will develop and approve new internal assessments</u> for the intervention model.

3. Data-driven decision-making

Please answer the following questions to demonstrate that this assessment plan can adequately drive data-driven decision-making.

a) What instructional decisions will be informed by student data?

b) How do the current and proposed assessments permit immediate analysis, feedback, and targeted instruction?

c) How do these assessments allow the school to track academic growth of students?

d) How do these assessments allow the school to track achievement gaps in both proficiency and growth between major student subgroups?

e) What school structures (e.g., committees, software, dedicated staff, or schedules) will support data analysis and use?

D. Instructional Leadership and Staff (ALL)

Please complete the charts below to demonstrate that the school will have the human capital to implement the school proposal. Only school-level positions should be listed in this chart.

1. Current Instructional Staff (to be continued during SIG)

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
Title of position	*How many full-time equivalents will hold this position?*	*Will this position be funded by SIG, another grant program, or by regular appropriations?*	*What does a person in this position do? Describe briefly.*	*Who does a person in this position report to?*
Ex. Literacy Coach	*2*	*1 SIG* *1 Title I, Part A*	*The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.*	*Assistant Principal for Curriculum and Instruction*

2. Proposed Instructional Staff (new during SIG implementation)

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
Title of position	*How many full-time equivalents will hold this position?*	*Will this position be funded by SIG, another grant program, or by regular appropriations?*	*What does a person in this position do? Describe briefly.*	*Who does a person in this position report to?*
Ex. Literacy Coach	*2*	*1 SIG* *1 Title I, Part A*	*The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.*	*Assistant Principal for Curriculum and Instruction*

3. Consolidated Staff (*CLOSURE ONLY*)

Describe how the school will <u>combine staff from the two schools</u>, including eliminating unnecessary staff positions. If the closure is phased-in, explain how the consolidation of staff will be accomplished over the closure period.

PART III: OPERATION AND SUPPORT SYSTEMS

A. Allocation of Financial Resources (ALL)

1. Additional Resources

Complete the chart to <u>describe additional resources available to the school that support the SIG proposal</u>.

Source of Funds	2010-2011 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A		
Title I ARRA		
School Improvement Grant 1003(a)		
Title II		
Title III (ELL)		
Title IV (21st Century)		
Title VI (Rural Schools)		
McKinney-Vento Homeless Grant		
State Dyslexia Grant		
Other Special Revenue: Barksdale Reading Institute		
Other Special Revenue:		
Other Special Revenue:		

B. Human Resource Systems

1. Recruitment and Hiring (TURNAROUND/TRANSFORMATION ONLY)

    i. Turnaround/Transformation School Leader

    Answer the following questions to <u>describe how the school will recruit and evaluate applicants</u> to select a **strong leader with a proven track record of success in raising student achievement** and, if applicable, increasing graduation rates.

a) How will the LEA or school <u>recruit a pool of qualified applicants</u> for the position of Turnaround/Transformation School Leader?

Will the LEA or school use a School Turnaround/Transformation Organization or other external Support Service Provider to recruit a pool of qualified applicants for the position of Transformation School Leader?

☐ YES

☐ NO

If so, please describe how the Lead Partner will be involved in recruitment.

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b) Attach as part of Appendix H the Turnaround/Transformation School Leader job description that the school will use when it markets the position.

---

c) Describe the process by which the school will evaluate applicants to select for a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates.

If the school has interview protocols or applicant evaluation forms, attach these in Appendix G.

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d) If the school's principal was newly hired in 2008-2009, the school does not have to replace the principal *IF* the principal is a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates. If the school cannot demonstrate this track record, then it may not retain the newly hired principal. If the school seeks to retain its newly hired principal, complete the following:

Date when the principal was hired:

Quantitative evidence that the principal has a proven track record of success in raising student achievement:

---

ii. Instructional Staff

Please answer the following questions to describe how the school will recruit and evaluate applicants to select for effective teachers and other instructional staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the intervention school environment.

a) How will the LEA or school recruit a pool of qualified applicants for instructional staff

positions?

Will the LEA or school <u>use a School Transformation/Turnaround Organization or other external Support Service Provider</u> to recruit a pool of qualified applicants for any available instructional staff positions?

☐ YES

☐ NO

If so, please <u>describe</u> how the Lead Partner will be involved in recruitment.

---

b) (*TRANSFORMATION ONLY*) Describe the <u>process by which the school will evaluate applicants</u> to select for effective teachers and other instructional staff <u>with a record of success in raising student achievement</u> who also possess qualities that equip them to succeed in the transformation environment.

How will this process differ, if at all, from current practice?

If the school has interview protocols or applicant evaluation forms, please provide these in Appendix G.

---

c) (*TURNAROUND ONLY*) Describe the process by which the school will <u>evaluate applicants</u> to select for effective teachers and other instructional staff with a record of success in raising student achievement <u>who also possess locally developed competencies that equip them to succeed in the turnaround environment</u>.

If the school has interview protocols or applicant evaluation forms, please provide these in Appendix G.

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iii. Financial Incentives

a) Describe <u>any SIG-funded financial incentives</u> (such as signing bonuses, moving reimbursement, or loan repayment) that the LEA or school will use to recruit staff for the school.

---

b) Are there <u>additional state-funded, federally funded, or privately funded financial incentives available to instructional staff or administrators</u> who chose to work at the

school?

☐ YES

☐ NO

If additional incentives are available, please <u>describe</u>.

2. Screening and Re-Hiring No More Than 50% of Current Staff (*TURNAROUND ONLY*)

The Turnaround Intervention model requires schools to screen and re-hire no more than 50% of current staff. Answer the questions below to describe how the school will screen and re-hire current staff.

a) What are the school's <u>"locally developed competencies" to measure the effectiveness of staff</u> who can work within the turnaround environment?

If the school does not have locally developed competencies, how will it develop them?

b) Describe the school's <u>process for screening and re-hiring no more than 50% of existing staff, including using locally developed competencies</u>, in order to select staff with a record of success in raising student achievement?

If the school has interview protocols or applicant evaluation forms, please provide these in Appendix H.

3. Employment Policies

   i. Placement (*TURNAROUND/TRANSFORMATION ONLY*)

   a) One of the leading indicators from the Performance Framework is the distribution of effective teachers across an LEA's schools. At the school level, what is the <u>process for assigning highly effective teachers</u> to work with specific grades, subjects, and/or groups of students in order to ensure equity of learning opportunities for all students?

   ii. Evaluation Policies (*TRANSFORMATION ONLY*)

   a) Describe the school's <u>current system for evaluating teachers and principals</u>, including timelines and persons involved in evaluation.

Provide the current evaluation system's tools (rubrics, data analysis forms, etc.) as part of Appendix I.

b) When it becomes available, will the school adopt and use the rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor now being developed by the Mississippi Department of Education in conjunction with teachers and principals?

☐ YES

☐ NO

c) Prior to the availability of MDE's new evaluation system, many schools may have to upgrade their current evaluation systems to make the school eligible for SIG dollars. In the chart below, describe what, if any, changes must be made to the school's evaluation system in order for it to comply with SIG requirements. Include a timeline for these changes to take effect.

Area for improvement	Changes	Timeline
Rigor, transparency, and equity		
Use of student data as a significant factor		
Involvement of teachers and principals in design and development of the system		

iii. Financial rewards (*TRANSFORMATION ONLY*)

a) What, if any, financial rewards (for example, individual, team, or school-wide salary bonuses, raises, or loan repayment) are available to staff who demonstrate gains in student achievement?

iv. Opportunities for promotion and career growth (*TURNAROUND/TRANSFORMATION ONLY*)

Providing teachers with avenues for career advancement is critical to retaining highly effective teachers. Please complete the following chart to describe opportunities for promotion and career growth available to teachers.

Question	Formal	Informal
What leadership opportunities are available to		

teachers?		
What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?		
How would a teacher receive access to these opportunities?		

v. Termination (*TRANSFORMATION ONLY*)

a) Please describe the school's <u>current process for terminating ineffective teachers and leaders</u> by completing the chart below.

Employee	Definition of "ineffective"	Process for identifying "ineffective" staff	Definition of "Ample Opportunities"	Termination	
				Dismissal	Non-Renewal
	What is the school's definition of an "ineffective" employee?	*What is the school's process for identifying "ineffective" employees?*	*How does the school define "ample opportunities for employees to improve their professional practice" prior to termination?*	*What is the school's process for dismissing "ineffective" employees mid-contract?*	*What is the school's process for non-renewing "ineffective" employees?*
Leader					
Teacher					

b) What, if any, changes will the school make in order to <u>enhance the usefulness of the termination process for SIG</u>?

C. Organizational Structures and Management

1. Governance (<mark>*TURNAROUND/TRANSFORMATION ONLY*</mark>)

Attach as Appendix J an organization chart that clearly presents the school's proposed governance structure. This chart should clearly represent *lines of authority and reporting between the school, district-level staff, any related bodies* (such as advisory bodies or parent and teacher councils), and *any School Turnaround/Transformation Organization* that will play a role in managing the school.

---

a) *The Turnaround Intervention requires turnaround schools to adopt a new governance structure*. If the proposal is for a turnaround school, describe how the proposed governance structure has changed to reflect a new organizational system that will drive the school improvement process.

---

i. District-Level Staff

Complete the chart below to <u>describe district-level staff who will provide services to, or will oversee, the intervention school</u>.

Position	Funded by	Roles/Responsibilities	Reports to
Title of position	*Will this position be funded by SIG, another grant program, or by regular appropriations?*	*How will a person in this position support SIG implementation? Describe briefly.*	*Who does a person in this position report to? (Must align with lines of reporting in the organization chart)*

ii.   School Autonomy

Answer the questions below to <u>describe the school's autonomy—i.e., authority, not merely input—in making decisions</u>.

How will the principal/leadership team at the school building have autonomy in the following	How will this autonomy be dependent on the results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data?
Staffing decisions, such as hiring, placement, and termination		
School time, such as school calendar, schedules for the school day, etc.		
School procedures, such as course offerings, curriculum materials, discipline, etc.		
Budgeting		
Other important operations		

2.   Lead Partners (<mark>*TURNAROUND/TRANSFORMATION/TIER III ONLY*</mark>)

i.   School Turnaround/Transformation Organization

a)   Describe any plans to contract with a School Turnaround/Transformation Organization to oversee the school's daily operations. Remember that these plans must align with the school proposal.

b)   Insert below the scope of work to be included in the Request for Proposal for the School Turnaround/Transformation Organization.

ii.   Support Service Provider

a) Describe any plans to contract for specific services with a Support Service Provider. Remember that these plans must align with the school proposal.

b) Insert below the scope of work to be included in the Request for Proposal for each Support Service Provider proposed.

3. School Climate (*TURNAROUND/TRANSFORMATION ONLY*)

a) What, if any, needs were identified by the needs assessment that related to school climate?

b) How will the school address identified climate issues (discipline, truancy, teacher morale/attrition) through the SIG program?

4. Facilities (*CLOSURE ONLY*)

a) Describe the facility of the newly consolidated school.

b) What, if any, changes will need to be made at the facility to accommodate additional students or students of a different age?

D. Support for Teaching and Learning (*TURNAROUND/TRANSFORMATION ONLY*)

1. Professional Development

a) How will the school create targeted, job-specific professional development?

b) How will the school embed professional development into the work routine of staff?

c) How is professional development tied to evaluation?

d) Who is responsible for the design and implementation of professional development?

e) How are staff involved in the design of professional development?

f) How does the school ensure that professional development is aligned with the school's instructional program?

2. Time for Faculty Collaboration

Complete the chart below to <u>demonstrate that the school has scheduled adequate time for faculty collaboration</u>. Remember that school schedules must align with the answers.

Type of Meeting	Leader	Frequency	Length	Purpose
Group of faculty to meet	*Who will facilitate this meeting?*	*How often does this team meet?*	*How long does each meeting last?*	*What is the focus of the meeting?*
Grade-level				
Department-level				
Special services				
Faculty				

E. Parent and Community Engagement (<mark>*TURNAROUND/TRANSFORMATION ONLY*</mark>)

1. Community-School Relations

a) Describe current efforts to determine parental and community satisfaction with the school (e.g., satisfaction surveys, town hall meetings).

What new or additional efforts, if any, will be made under the SIG program?

b) How are complaints from parents or community members currently addressed?

> What changes, if any, will the school make to complaint procedures to make them more effective?

2. Services for Parents and Community Members

Complete the chart below to <u>describe services the school provides to parents and community members</u>. [NOTE FOR TURNAROUND PROPOSALS: Social-emotional and community-oriented services and supports may be listed in this item].

Activity	Current	Proposed
Coordination with local social and health service providers		
Parent education classes		

3. Engagement in School Improvement

> a) What organized parent groups does the school offer?
>
> If parent groups are available, what activities do these parent groups take part in?
>
> How will parent groups be improved through the SIG program?

> b) What opportunities will parents and community members have to review school performance and participate in decision-making about school improvement plans?
>
> How will these opportunities be enhanced through the SIG program?

F. Parent and Community Outreach (<mark>CLOSURE ONLY</mark>)

Answer the questions below to <u>describe the closed school's outreach plans to ease students' transition to the new school</u>.

> a) <u>Describe media outreach</u> plans designed to alert parents and the community of the school closure.

b) What opportunities will parents or community members have <u>to ask school officials questions about the school closure</u>?

c) Describe services that will be available <u>to help parents and students transition to the newly consolidated school</u>.

G. Sustainability (<mark>*TURNAROUND/TRANSFORMATION/TIER III ONLY*</mark>)

An important consideration for MDE is whether the school will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe <u>how the school's plans in these three areas support the sustainability of reforms</u>.

BUDGET

Instructions

On the budget pages that follow, an LEA will find a budget cover page, a 3-year summary budget page, LEA annual budget pages, and school-level annual budget pages. An LEA should complete the *LEA cover page* and the *LEA* and *school-level annual budget pages*. The information from these pages will automatically populate the 3-year summary budget page.

Remember, the LEA's total grant may not be less than $50,000 or more than $2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.

Section A	The Cover Page is designed to populate certain fields* with your district information. Please verify the data in these fields.	
District Code	Please enter your district's MSIS code	
District Name *		
School Code	Please enter your school's MSIS code	
School Name *		
NCES LEA ID *		
NCES School ID *		
Name of District Contact		
Phone		
Fax		
E-Mail		
District Address		
Name of Superintendent (typed)		

Section B - BUDGET SUMMARY

Check the appropriate Box Tier I ☐ Tier II ☐ Tier III ☐	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three Year Total
	Pre-Implementation	Year 1- Full Implementation			
School Level Activities	$	$	$	$	$
LEA - Level Activities	$		$	$	$
Total Budget	$		$	$	$

For MDE use only:

Mississippi Department of Education Approval

Linda C. Reeves, Bureau Director - SIG Financial Management

_____

Dr. Kim S. Benton, Bureau Manager

_____

Date of Approval

_____

TOTAL GRANT BUDGET SUMMARY
FOR THE THREE YEAR FUNDING PERIOD ENDING 2014

FY 2011-2014		School District Name						ORIGINAL BUDGET	1/26/11 11:55 AM

School Improvement Grant 1003(g) — School Name

TOTAL 3 Year Budget Summary FY 2011-2014	Employee Salaries 100-199	Employee Benefits 200-299	Prof Services 300-399	Purchased Services 400-499	Other Pur Services 500-599	Supplies 600-699	Property 700-799	Other Objects 800-899	Other Uses 900-999	Total All Objects 100-899
Instruction										
1110 - Kindergarten Programs	$	$	$	$	$	$	$	$	$	$
1120 - Elementary Programs	$	$	$	$	$	$	$	$	$	$
1130 - Middle-Junior High Programs	$	$	$	$	$	$	$	$	$	$
1140 - High School Programs	$	$	$	$	$	$	$	$	$	$
1260 - After School Programs	$	$	$	$	$	$	$	$	$	$
1270 - Remediation Extended School Year	$	$	$	$	$	$	$	$	$	$
1310 - 1390 Adult/Continuing Education	$	$	$	$	$	$	$	$	$	$
1410 - 1420 Summer School Programs	$	$	$	$	$	$	$	$	$	$
1930 - 1990 Other Instructional Programs	$	$	$	$	$	$	$	$	$	$
2110 - 2119 Attendance & Social Work Svs.	$	$	$	$	$	$	$	$	$	$
2120 - 2129 Guidance Services	$	$	$	$	$	$	$	$	$	$
2130 - 2139 Health Services	$	$	$	$	$	$	$	$	$	$
2190 - Other Support Services - Students	$	$	$	$	$	$	$	$	$	$
2210 - 2290 Improvement of Instruction	$	$	$	$	$	$	$	$	$	$
2220 - 2229 Educational Media Services	$	$	$	$	$	$	$	$	$	$
Total Instruction:	$ -	$	$	$	$	$	$	$	$	$
General Administration										
2330 - Special Area Administration	$	$	$	$	$	$	$	$	$	$
Total General Administration:	$ -	$	$	$	$	$	$	$	$	$
Other Expenditures - Instr Support										
2710 - 2799 Student Transportation Services	$	$	$	$	$	$	$	$	$	$
2800 - 2899 Central Support Services (Tech)	$	$	$	$	$	$	$	$	$	$
Total Other Expenditures - Instr Support:	$ -	$	$	$	$	$	$	$	$	$
Other Expenditures - NonInstr Support										
3900 - 3999 Other Noninstructional	$	$	$	$	$	$	$	$	$	$
Total Other Expenditures - Non-Instr Support	$	$	$	$	$	$	$	$	$	$
Total Current Oper Expenditures (1000-3999)	$ -	$	$	$	$	$	$	$	$	$
NON-REVENUE TRANSACTIONS:	$ -	$	$	$	$	$	$	$	$	$
7110 Indirect Costs Transfers Out										
Total NonRevenue Transactions	$	$	$	$	$	$	$	$	$	$
Total Expenditure & NonRevenue Transactions	$ -	$	$	$	$	$	$	$	$	$

TOTAL DISTRICT LEVEL BUDGET SUMMARY
FOR THE THREE YEAR FUNDING PERIOD ENDING 2014

FY 2011-2014			School District Name				ORIGINAL BUDGET	1/26/11 11:55 AM
School Improvement Grant 1003(g)			School Name					

	TOTAL 3 Year District Summary FY 2011-2014	Employee Salaries 100-199	Employee Benefits 200-299	Prof Services 300-399	Purchased Services 400-499	Other Pur Services 500-599	Supplies 600-699	Property 700-799	Other Objects 800-899	Other Uses 900-999	Total All Objects 100-999
Instruction											
1110 - Kindergarten Programs		$	$	$	$	$	$	$	$	$	$
1120 - Elementary Programs		$	$	$	$	$	$	$	$	$	$
1130 - Middle-Junior High Programs		$	$	$	$	$	$	$	$	$	$
1140 - High School Programs		$	$	$	$	$	$	$	$	$	$
1260 - After School Programs		$	$	$	$	$	$	$	$	$	$
1270 - Remediation Extended School Year		$	$	$	$	$	$	$	$	$	$
1310 - 1390 Adult/Continuing Education		$	$	$	$	$	$	$	$	$	$
1410 - 1420 Summer School Programs		$	$	$	$	$	$	$	$	$	$
1930 - 1990 Other Instructional Programs		$	$	$	$	$	$	$	$	$	$
2110 - 2119 Attendance & Social Work Svs.		$	$	$	$	$	$	$	$	$	$
2120 - 2129 Guidance Services		$	$	$	$	$	$	$	$	$	$
2130 - 2139 Health Services		$	$	$	$	$	$	$	$	$	$
2190 - Other Support Services - Students		$	$	$	$	$	$	$	$	$	$
2210 - 2290 Improvement of Instruction		$	$	$	$	$	$	$	$	$	$
2220 - 2229 Educational Media Services		$	$	$	$	$	$	$	$	$	$
Total Instruction:		$ -	$	$	$	$	$	$	$	$	$
General Administration											
2330 - Special Area Administration		$	$	$	$	$	$	$	$	$	$
Total General Administration:		$ -	$	$	$	$	$	$	$	$	$
Other Expenditures - Instr Support											
2710 - 2799 Student Transportation Services		$	$	$	$	$	$	$	$	$	$
2800 - 2899 Central Support Services (Tech)		$	$	$	$	$	$	$	$	$	$
Total Other Expenditures - Instr Support:		$ -	$	$	$	$	$	$	$	$	$
Other Expenditures - NonInstr Support											
3900 - 3999 Other Noninstructional		$	$	$	$	$	$	$	$	$	$
Total Other Expenditures - Non-Instr Support		$	$	$	$	$	$	$	$	$	$
Total Current Oper Expenditures (1000-3999)		$ -	$	$	$	$	$	$	$	$	$
NON-REVENUE TRANSACTIONS:		$ -	$	$	$	$	$	$	$	$	$
7110 Indirect Costs Transfers Out											
Total NonRevenue Transactions		$	$	$	$	$	$	$	$	$	$
Total Expenditure & NonRevenue Transactions		$ -	$	$	$	$	$	$	$	$	$

NOTICE: THE AMOUNTS REPORTED IN THIS SUMMARY ARE THE SUM OF ALL THREE YEARLY BUDGET SUMMARIES.
THE CELLS HAVE BEEN PROTECTED TO PREVENT DATA ENTRY ON THIS PAGE.

TOTAL SCHOOL LEVEL BUDGET SUMMARY
FOR THE THREE YEAR FUNDING PERIOD ENDING 2014

FY 2011-2014			School District Name					ORIGINAL BUDGET	1/28/11 12:17 PM
School Improvement Grant 1003(g)			School Name						

TOTAL 3 Year School Summary FY 2011-2014	Employee Salaries 100-199	Employee Benefits 200-299	Prof Services 300-399	Purchased Services 400-499	Other Pur Services 500-599	Supplies 600-699	Property 700-799	Other Objects 800-899	Other Uses 900-999	Total All Objects 100-999
Instruction										
1110 - Kindergarten Programs	$	$	$	$	$	$	$	$	$	$
1120 - Elementary Programs	$	$	$	$	$	$	$	$	$	$
1130 - Middle-Junior High Programs	$	$	$	$	$	$	$	$	$	$
1140 - High School Programs	$	$	$	$	$	$	$	$	$	$
1260 - After School Programs	$	$	$	$	$	$	$	$	$	$
1270 - Remediation Extended School Year	$	$	$	$	$	$	$	$	$	$
1310 - 1390 Adult/Continuing Education	$	$	$	$	$	$	$	$	$	$
1410 - 1420 Summer School Programs	$	$	$	$	$	$	$	$	$	$
1930 - 1990 Other Instructional Programs	$	$	$	$	$	$	$	$	$	$
2110 - 2119 Attendance & Social Work Svs.	$	$	$	$	$	$	$	$	$	$
2120 - 2129 Guidance Services	$	$	$	$	$	$	$	$	$	$
2130 - 2139 Health Services	$	$	$	$	$	$	$	$	$	$
2190 - Other Support Services - Students	$	$	$	$	$	$	$	$	$	$
2210 - 2290 Improvement of Instruction	$	$	$	$	$	$	$	$	$	$
2220 - 2229 Educational Media Services	$	$	$	$	$	$	$	$	$	$
Total Instruction:	$ -	$	$	$	$	$	$	$	$	$
General Administration										
2330 - Special Area Administration	$	$	$	$	$	$	$	$	$	$
Total General Administration:	$ -	$	$	$	$	$	$	$	$	$
Other Expenditures - Instr Support										
2710 - 2799 Student Transportation Services	$	$	$	$	$	$	$	$	$	$
2800 - 2899 Central Support Services (Tech)	$	$	$	$	$	$	$	$	$	$
Total Other Expenditures - Instr Support:	$ -	$	$	$	$	$	$	$	$	$
Other Expenditures - NonInstr Support										
3900 - 3999 Other Noninstructional	$	$	$	$	$	$	$	$	$	$
Total Other Expenditures - Non-Instr Support	$	$	$	$	$	$	$	$	$	$
Total Current Oper Expenditures (1000-3999)	$ -	$	$	$	$	$	$	$	$	$
NON-REVENUE TRANSACTIONS:	$ -	$	$	$	$	$	$	$	$	$
7110 Indirect Costs Transfers Out										
Total NonRevenue Transactions	$	$	$	$	$	$	$	$	$	$
Total Expenditure & NonRevenue Transactions	$ -	$	$	$	$	$	$	$	$	$

NOTICE: THE AMOUNTS REPORTED IN THIS SUMMARY ARE THE SUM OF ALL THREE YEARLY BUDGET SUMMARIES. THE CELLS HAVE BEEN PROTECTED TO PREVENT DATA ENTRY ON THIS PAGE.

YEAR 1 BUDGET SUMMARY
FY 2011-2012

FY 2011-2012				School District Name					ORIGINAL BUDGET	1/26/11 12:33 PM
School Improvement Grant 1003(g)				School Name						

1 YEAR Budget Summary	Employee Salaries 100-199	Employee Benefits 200-299	Prof Services 300-399	Purchased Services 400-499	Other Pur Services 500-599	Supplies 600-699	Property 700-799	Other Objects 800-899	Other Uses 900-999	Total All Objects 100-999
Instruction										
1110 - Kindergarten Programs	$	$	$	$	$	$	$	$	$	$
1120 - Elementary Programs	$	$	$	$	$	$	$	$	$	$
1130 - Middle-Junior High Programs	$	$	$	$	$	$	$	$	$	$
1140 - High School Programs	$	$	$	$	$	$	$	$	$	$
1260 - After School Programs	$	$	$	$	$	$	$	$	$	$
1270 - Remediation Extended School Year	$	$	$	$	$	$	$	$	$	$
1310 - 1390 Adult/Continuing Education	$	$	$	$	$	$	$	$	$	$
1410 - 1420 Summer School Programs	$	$	$	$	$	$	$	$	$	$
1930 - 1990 Other Instructional Programs	$	$	$	$	$	$	$	$	$	$
2110 - 2119 Attendance & Social Work Svs.	$	$	$	$	$	$	$	$	$	$
2120 - 2129 Guidance Services	$	$	$	$	$	$	$	$	$	$
2130 - 2139 Health Services	$	$	$	$	$	$	$	$	$	$
2190 - Other Support Services - Students	$	$	$	$	$	$	$	$	$	$
2210 - 2290 Improvement of Instruction	$	$	$	$	$	$	$	$	$	$
2220 - 2229 Educational Media Services	$	$	$	$	$	$	$	$	$	$
Total Instruction:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
General Administration										
2330 - Special Area Administration	$	$	$	$	$	$	$	$	$	$
Total General Administration:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenditures - Instr Support										
2710 - 2799 Student Transportation Services		$	$	$	$	$	$	$	$	$
2800 - 2899 Central Support Services (Tech)		$	$	$	$	$	$	$	$	$
Total Other Expenditures - Instr Support:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenditures - Noninstr Support										
3900 - 3999 Other Noninstructional	$	$	$	$	$	$	$	$	$	$
Total Other Expenditures - Non-Instr Support	$	$	$	$	$	$	$	$	$	$
Total Current Oper Expenditures (1000-3999)	$ -	$	$	$	$	$	$	$	$	$
NON-REVENUE TRANSACTIONS:	$ -	$	$	$	$	$	$	$	$	$
7110 Indirect Costs Transfers Out										
Total NonRevenue Transactions	$	$	$	$	$	$	$	$	$	$
Total Expenditure & NonRevenue Transactions	$ -	$	$	$	$	$	$	$	$	$

NOTICE: THE AMOUNTS REPORTED IN THIS SUMMARY ARE THE SUM OF THE DISTRICT LEVEL BUDGET PAGES AND SCHOOL LEVEL BUDGET PAGES FOR YEAR 1.
THE CELLS HAVE BEEN PROTECTED TO PREVENT DATA ENTRY ON THIS PAGE.

FY 2011-2012		District Name:			School Name:				ORIGINAL BUDGET			1/26/11 12:36 PM

School Improvement Grant 1003(g)

FY 2011-2012 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-899	100-899			

Instruction

1110 - Kindergarten Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1120 - Elementary Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1130 - Middle-Junior High Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1140 - High School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1260 - After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

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FY 2011-2012		District Name:		School Name:				ORIGINAL BUDGET				1/26/11 12:36 PM

School Improvement Grant 1003(g)

FY 2011-2012 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999			
1270 - Remediation Extended School Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1310 - 1380 Adult/Continuing Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1410 - 1420 Summer School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1830 - 1980 Other Instructional Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2110 - 2119 Attendance & Social Work Svc.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

FY 2011-2012			District Name:		School Name:				ORIGINAL BUDGET				1/26/11 12:36 PM

School Improvement Grant 1003(g)

FY 2011-2012 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999			
2120 - 2129 Guidance Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2130 - 2139 Health Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2190 - Other Support Services - Students	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2210 - 2290 Improvement of Instruction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2220 - 2229 Educational Media Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Instruction:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

YEAR 1
DISTRICT BUDGET
FY 2011-2012

FY 2011-2012		District Name:			School Name:					ORIGINAL BUDGET			1/26/11 12:36 PM
School Improvement Grant 1003(g)													
FY 2011-2012 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999			
General Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2330 - Special Area Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total General Administration:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Other Expenditures - Instructional Support													
2710 - 2799 Student Transportation Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2800 - 2899 Central Support Services (Tech)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Other Expenditures - Instructional Support:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Other Expenditures - Noninstructional Support													
3900 - 3999 Other Noninstructional	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Other Expenditures - Non-Instructional Support	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

FY 2011-2012		District Name:		School Name:					ORIGINAL BUDGET			1/26/11 12:36 PM

School Improvement Grant 1003(g)

FY 2011-2012 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999			
Total Current Oper Expenditures (1000-3999)										$			
NON-REVENUE TRANSACTIONS:													
7110 Indirect Costs Transfers Out	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Expenditure & NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

FY 2011-2012		District Name:			Enter School Name Here:			ORIGINAL BUDGET			1/28/11 2:14 PM		
School Improvement Grant 1003(g)													

FY 2011-2012 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-899	100-899				

Instruction

1110 - Kindergarten Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1120 - Elementary Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1130 - Middle-Junior High Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1140 - High School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1260 - After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1270 - Remediation Extended School Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

FY 2011-2012			District Name:			Enter School Name Here:			ORIGINAL BUDGET			1/26/11 2:14 PM	

School Improvement Grant 1003(g)

FY 2011-2012 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-899				
1310 - 1390 Adult/Continuing Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1410 - 1420 Summer School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1930 - 1990 Other Instructional Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2110 - 2119 Attendance & Social Work Svs.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2120 - 2129 Guidance Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2130 - 2139 Health Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

FY 2011-2012		District Name:		Enter School Name Here:		ORIGINAL BUDGET						1/26/11 2:14 PM		
School Improvement Grant 1003(g)														
FY 2011-2012 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999				
2190 - Other Support Services - Students	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2210 - 2290 Improvement of Instruction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2220 - 2229 Educational Media Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Instruction:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
General Administration														
2330 - Special Area Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total General Administration:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

FY 2011-2012			District Name:		Enter School Name Here:			ORIGINAL BUDGET				1/26/11 2:14 PM	

School Improvement Grant 1003(g)

FY 2011-2012 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-899	100-899				
Other Expenditures - Instr Support														
2710 - 2799 Student Transportation Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2800 - 2899 Central Support Services (Tech)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Other Expenditures - Instr Support:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Other Expenditures - Noninstr Support														
3900 - 3999 Other Noninstructional	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Other Expenditures - Non-Instr S	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Current Oper Expenditures (1000-3999)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

FY 2011-2012			District Name:			Enter School Name Here:				ORIGINAL BUDGET			1/26/11 2:14 PM	
School Improvement Grant 1003(g)														
FY 2011-2012 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999				
NON-REVENUE TRANSACTIONS:														
7110 Indirect Costs Transfers Out	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Expenditure & NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

YEAR 2 BUDGET SUMMARY
FY 2012-2013

FY 2012-2013		School District Name		ORIGINAL BUDGET	1/26/11 12:43 PM
School Improvement Grant 1003(g)		School Name			

2 YEAR Budget Summary	Employee Salaries 100-199	Employee Benefits 200-299	Prof Services 300-399	Purchased Services 400-499	Other Pur Services 500-599	Supplies 600-699	Property 700-799	Other Objects 800-899	Other Uses 900-999	Total All Objects 100-999
Instruction										
1110 - Kindergarten Programs	$	$	$	$	$	$	$	$	$	$
1120 - Elementary Programs	$	$	$	$	$	$	$	$	$	$
1130 - Middle-Junior High Programs	$	$	$	$	$	$	$	$	$	$
1140 - High School Programs	$	$	$	$	$	$	$	$	$	$
1260 - After School Programs	$	$	$	$	$	$	$	$	$	$
1270 - Remediation Extended School Year	$	$	$	$	$	$	$	$	$	$
1310 - 1390 Adult/Continuing Education	$	$	$	$	$	$	$	$	$	$
1410 - 1420 Summer School Programs	$	$	$	$	$	$	$	$	$	$
1930 - 1990 Other Instructional Programs	$	$	$	$	$	$	$	$	$	$
2110 - 2119 Attendance & Social Work Svs.	$	$	$	$	$	$	$	$	$	$
2120 - 2129 Guidance Services	$	$	$	$	$	$	$	$	$	$
2130 - 2139 Health Services	$	$	$	$	$	$	$	$	$	$
2190 - Other Support Services - Students	$	$	$	$	$	$	$	$	$	$
2210 - 2290 Improvement of Instruction	$	$	$	$	$	$	$	$	$	$
2220 - 2229 Educational Media Services	$	$	$	$	$	$	$	$	$	$
Total Instruction:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
General Administration										
2330 - Special Area Administration	$	$	$	$	$	$	$	$	$	$
Total General Administration:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenditures - Instr Support										
2710 - 2799 Student Transportation Services		$	$	$	$	$	$	$	$	$
2800 - 2899 Central Support Services (Tech)		$	$	$	$	$	$	$	$	$
Total Other Expenditures - Instr Support:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenditures - Noninstr Support										
3900 - 3999 Other Noninstructional	$	$	$	$	$	$	$	$	$	$
Total Other Expenditures - Non-Instr Support	$	$	$	$	$	$	$	$	$	$
Total Current Oper Expenditures (1000-3999)	$ -	$	$	$	$	$	$	$	$	$
NON-REVENUE TRANSACTIONS:	$ -	$	$	$	$	$	$	$	$	$
7110 Indirect Costs Transfers Out										
Total NonRevenue Transactions	$	$	$	$	$	$	$	$	$	$
Total Expenditure & NonRevenue Transactions	$ -	$	$	$	$	$	$	$	$	$

FY 2012-2013		District Name:		School Name:					ORIGINAL BUDGET				1/26/11 12:43 PM
School Improvement Grant 1003(g)													
FY 2012-2013 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE		Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-899	100-899				
Instruction														
1110 - Kindergarten Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1120 - Elementary Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1130 - Middle-Junior High Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1140 - High School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1260 - After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

FY 2012-2013		District Name:		School Name:					ORIGINAL BUDGET				1/26/11 12:43 PM

School Improvement Grant 1003(g)

FY 2012-2013 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-899			
1270 - Remediation Extended School Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1310 - 1390 Adult/Continuing Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1410 - 1420 Summer School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1930 - 1990 Other Instructional Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2110 - 2119 Attendance & Social Work Svs.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2120 - 2129 Guidance Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

FY 2012-2013		District Name:		School Name:					ORIGINAL BUDGET			1/26/11 12:43 PM

School Improvement Grant 1003(g)

FY 2012-2013 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-899	100-899			
2130 - 2139 Health Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2190 - Other Support Services - Students	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2210 - 2290 Improvement of Instruction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2220 - 2229 Educational Media Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Instruction:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
General Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2330 - Special Area Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total General Administration:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

FY 2012-2013			District Name:			School Name:				ORIGINAL BUDGET			1/26/11 12:43 PM
School Improvement Grant 1003(g)													
FY 2012-2013 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-899			
Other Expenditures - Instructional Support	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2710 - 2799 Student Transportation Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2800 - 2899 Central Support Services (Tech)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Other Expenditures - Instructional Support:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Other Expenditures - Noninstructional Support													
3900 - 3999 Other Noninstructional	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Other Expenditures - Non-Instructional Support	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Current Oper Expenditures (1000-3999)										$			
NON-REVENUE TRANSACTIONS:													
7110 Indirect Costs Transfers Out	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Expenditure & NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$			

FY 2012-2013		District Name:		Enter School Name Here:			ORIGINAL BUDGET			1/26/11 2:14 PM		

School Improvement Grant 1003(g)

FY 2012-2013 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Align with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999				
Instruction														
1110 - Kindergarten Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1120 - Elementary Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1130 - Middle-Junior High Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1140 - High School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1260 - After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1270 - Remediation Extended School Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

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FY 2012-2013		District Name:		Enter School Name Here:				ORIGINAL BUDGET				1/26/11 2:14 PM	

School Improvement Grant 1003(g)

FY 2012-2013 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999				
1310 - 1390 Adult/Continuing Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1410 - 1420 Summer School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1930 - 1990 Other Instructional Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2110 - 2119 Attendance & Social Work Svs.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2120 - 2129 Guidance Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2130 - 2139 Health Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

FY 2012-2013			District Name:			Enter School Name Here:				ORIGINAL BUDGET			1/26/11 2:14 PM

School Improvement Grant 1003(g)

FY 2012-2013 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Align with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-699				
2190 - Other Support Services - Students														
2210 - 2290 Improvement of Instruction														
2220 - 2229 Educational Media Services														
Total Instruction:														
General Administration														
2330 - Special Area Administration														
Total General Administration:														

FY 2012-2013		District Name:		Enter School Name Here:		ORIGINAL BUDGET				1/26/11 2:14 PM	

School Improvement Grant 1003(g)

FY 2012-2013 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999				
Other Expenditures - Instr Support														
2710 - 2799 Student Transportation Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2800 - 2899 Central Support Services (Tech)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Other Expenditures - Instr Support:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Other Expenditures - NonInstr Support														
3900 - 3999 Other Noninstructional	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Other Expenditures - Non-Instr S	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Current Oper Expenditures (1000-3999)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

FY 2012-2013		District Name:		Enter School Name Here:				ORIGINAL BUDGET				1/26/11 2:14 PM	
School Improvement Grant 1003(g)													
FY 2012-2013 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Align with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999				
NON-REVENUE TRANSACTIONS:														
7110 Indirect Costs Transfers Out	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Expenditure & NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

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FY 2013-2014		School District Name			ORIGINAL BUDGET	1/26/11 12:59 PM
School Improvement Grant 1003(g)		School Name				

	3 YEAR Budget Summary	Employee Salaries 100-199	Employee Benefits 200-299	Prof Services 300-399	Purchased Services 400-499	Other Pur Services 500-599	Supplies 600-699	Property 700-799	Other Objects 800-899	Other Uses 900-999	Total All Objects 100-999
Instruction											
1110 - Kindergarten Programs		$	$	$	$	$	$	$	$	$	$
1120 - Elementary Programs		$	$	$	$	$	$	$	$	$	$
1130 - Middle-Junior High Programs		$	$	$	$	$	$	$	$	$	$
1140 - High School Programs		$	$	$	$	$	$	$	$	$	$
1260 - After School Programs		$	$	$	$	$	$	$	$	$	$
1270 - Remediation Extended School Year		$	$	$	$	$	$	$	$	$	$
1310 - 1390 Adult/Continuing Education		$	$	$	$	$	$	$	$	$	$
1410 - 1420 Summer School Programs		$	$	$	$	$	$	$	$	$	$
1930 - 1990 Other Instructional Programs		$	$	$	$	$	$	$	$	$	$
2110 - 2119 Attendance & Social Work Svs.		$	$	$	$	$	$	$	$	$	$
2120 - 2129 Guidance Services		$	$	$	$	$	$	$	$	$	$
2130 - 2139 Health Services		$	$	$	$	$	$	$	$	$	$
2190 - Other Support Services - Students		$	$	$	$	$	$	$	$	$	$
2210 - 2290 Improvement of Instruction		$	$	$	$	$	$	$	$	$	$
2220 - 2229 Educational Media Services		$	$	$	$	$	$	$	$	$	$
Total Instruction:		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
General Administration											
2330 - Special Area Administration		$	$	$	$	$	$	$	$	$	$
Total General Administration:		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenditures - Instr Support											
2710 - 2799 Student Transportation Services			$	$	$	$	$	$	$	$	$
2800 - 2899 Central Support Services (Tech)			$	$	$	$	$	$	$	$	$
Total Other Expenditures - Instr Support:		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenditures - Noninstr Support											
3900 - 3999 Other Noninstructional		$	$	$	$	$	$	$	$	$	$
Total Other Expenditures - Non-Instr Support		$	$	$	$	$	$	$	$	$	$
Total Current Oper Expenditures (1000-3999)		$ -	$	$	$	$	$	$	$	$	$
NON-REVENUE TRANSACTIONS:		$ -	$	$	$	$	$	$	$	$	$
7110 Indirect Costs Transfers Out											
Total NonRevenue Transactions		$	$	$	$	$	$	$	$	$	$
Total Expenditure & NonRevenue Transactions		$ -	$	$	$	$	$	$	$	$	$

FY 2013-2014		District Name:		School Name:					ORIGINAL BUDGET			1/26/11 1:05 PM

School Improvement Grant 1003(g)

FY 2013-2014 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-899	100-899			

Instruction

1110 - Kindergarten Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1120 - Elementary Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1130 - Middle-Junior High Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1140 - High School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1260 - After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1270 - Remediation Extended School Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

FY 2013-2014			District Name:			School Name:				ORIGINAL BUDGET			1/26/11 1:05 PM
School Improvement Grant 1003(g)													
FY 2013-2014 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999			
1310 - 1390 Adult/Continuing Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1410 - 1420 Summer School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1930 - 1990 Other Instructional Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2110 - 2119 Attendance & Social Work Svs.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2120 - 2129 Guidance Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2130 - 2139 Health Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

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FY 2013-2014			District Name:			School Name:			ORIGINAL BUDGET			1/26/11 1:05 PM

School Improvement Grant 1003(g)

FY 2013-2014 District Budget	Employee Salaries 100-199	Employee Benefits 200-299	Prof Services 300-399	Purchased Services 400-499	Other Pur Services 500-599	Supplies 600-699	Property 700-799	Other Objects 800-899	Other Uses 900-999	Total All Objects 100-999	FTE	NARRATIVE	Aligns with School Plan Pg #
2190 - Other Support Services - Students	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2210 - 2290 Improvement of Instruction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2220 - 2229 Educational Media Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Instruction:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
General Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2330 - Special Area Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total General Administration:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Other Expenditures - Instructional Support	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2710 - 2790 Student Transportation Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

| FY 2013-2014 | | District Name: | | School Name: | | | | | ORIGINAL BUDGET | | | 1/20/11 1:05 PM |

School Improvement Grant 1003(g)

FY 2013-2014 District Budget	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-899			
2800 - 2899 Central Support Services (Tech)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Other Expenditures - Instructional Support:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Other Expenditures - Noninstructional Support													
3900 - 3999 Other Noninstructional	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Other Expenditures - Non-Instructional Support	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Current Oper Expenditures (1000-3999)										$			
NON-REVENUE TRANSACTIONS:													
7110 Indirect Costs Transfers Out	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Expenditure & NonRevenue Transactions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

TOTAL YEAR 3
SCHOOL BUDGET
FY 2013-2014

FY 2013-2014		District Name:		Enter School Name Here:				ORIGINAL BUDGET			1/26/11 2:16 PM

School Improvement Grant 1003(g)

FY 2013-2014 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999				
Instruction														
1110 - Kindergarten Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1120 - Elementary Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1130 - Middle-Junior High Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1140 - High School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1260 - After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
1270 - Remediation Extended School Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

TOTAL YEAR 3
SCHOOL BUDGET
FY 2013-2014

FY 2013-2014		District Name:		Enter School Name Here:				ORIGINAL BUDGET			1/26/11 2:16 PM	
School Improvement Grant 1003(g)												
FY 2013-2014 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-699				
1310 - 1390 Adult/Continuing Education	$	$	$	$	$	$	$	$	$	$				
1410 - 1420 Summer School Programs	$	$	$	$	$	$	$	$	$	$				
1900 - 1990 Other Instructional Programs	$	$	$	$	$	$	$	$	$	$				
2110 - 2119 Attendance & Social Work Svs.	$	$	$	$	$	$	$	$	$	$				
2120 - 2129 Guidance Services	$	$	$	$	$	$	$	$	$	$				
2130 - 2139 Health Services	$	$	$	$	$	$	$	$	$	$				

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TOTAL YEAR 3
SCHOOL BUDGET
FY 2013-2014

FY 2013-2014			District Name:			Enter School Name Here:			ORIGINAL BUDGET			1/26/11 2:16 PM	

School Improvement Grant 1003(g)

FY 2013-2014 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-699				
2190 - Other Support Services - Students	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2210 - 2290 Improvement of Instruction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
2220 - 2229 Educational Media Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Instruction:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
General Administration														
2330 - Special Area Administration	$ 0.25	$ 0.50	$ 0.75	$ 1.00	$ 1.25	$ 1.50	$ 1.75	$ 2.00	$ 2.25	11.25				
Total General Administration:	$ 0.25	$ 0.50	$ 0.75	$ 1.00	$ 1.25	$ 1.50	$ 1.75	$ 2.00	$ 2.25	11.25				
Other Expenditures - Instr Support														
2710 - 2799 Student Transportation Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

FY 2013-2014				District Name:				Enter School Name Here:				ORIGINAL BUDGET		1/26/11 2:16 PM

School Improvement Grant 1003(g)

FY 2013-2014 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999				
2900 - 2999 Central Support Services (Tech)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Other Expenditures - Instr Support:	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Other Expenditures - Noninstr Support														
3900 - 3999 Other Noninstructional	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Other Expenditures - Non-Instr S	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
Total Current Oper Expenditures (1000-3999)	$ 0.25	$ 0.50	0.75	$ 1.00	$ 1.25	$ 1.50	1.75	$ 2.00	2.25	$ 11.25				
NON-REVENUE TRANSACTIONS:														
7110 Indirect Costs Transfers Out	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				

FY 2013-2014		District Name:		Enter School Name Here:			ORIGINAL BUDGET			1/28/11 2:16 PM

School Improvement Grant 1003(g)

FY 2013-2014 School Budget Summary	Employee Salaries	Employee Benefits	Prof Services	Purchased Services	Other Pur Services	Supplies	Property	Other Objects	Other Uses	Total All Objects	FTE	NARRATIVE	Amount of Yr 1 Pre-Implementation cost	Aligns with School Plan Pg #
	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	100-999				
Total NonRevenue Transactions	-	-	-	-	-	-	-	-	-	-				
Total Expenditure & NonRevenue Transactions	0.25	0.50	0.75	1.00	1.25	1.50	1.75	2.00	2.25	11.25				

APPENDICES

Use this document as a checklist to verify that each requested appendix has been attached. Additional appendices (any not appearing in this list) will NOT be accepted for review.

A. Consultation with Stakeholders

☐ Agenda and/or meeting minutes from stakeholder consultation

☐ Sign-in form

B. School Board Approval

☐ Agenda and/or meeting minutes from the Board meeting at which the application was approved

C. Lead Partner Contracting Process

☐ Lead Partner Interview or Evaluation Tools, if applicable

☐ LEA's model Memorandum of Understanding, if different from MDE's

☐ LEA's model Request for Proposal

D. District Capacity for Selected Interventions

☐ LEA's Schedule of Findings and Questioned Costs from most the recent audit

E. Needs Assessment

☐ Performance Framework

☐ Intervention Model Selection Tool

F. Instruction

☐ Three-Tier Intervention Process

☐ School Calendar and School Schedule

G. Recruitment and Hiring

☐ Turnaround/Transformation School Leader Job Description

☐ Transformation Interview protocols

☐ Turnaround Interview protocols

H. Screening and Re-Hiring (Turnaround)

☐ Re-Hiring Interview protocols

I. Evaluation

☐ Evaluation tools

J. School Governance

☐ Organization Chart

K. American Recovery and Reinvestment Act Exhibits 1 and 2

Mississippi Department of Education
School Improvement Grant (SIG) 1003(g)
LEA Application Toolkit

TABLE OF CONTENTS

SCHOOL IMPROVEMENT GRANT 1003(g)
INTENT TO SUBMIT PROPOSAL
2011-2012

Section 1003(g) of ESEA authorizes the Secretary to award school improvement grants to State Educational Agencies (SEAs). Title I School Improvement Grants will provide states and districts the funds necessary to leverage change and turnaround schools.

Please complete and submit this form which allows the MDE to appropriately plan for the evaluation process.

☐ Will apply for a School Improvement Grant (SIG)

☐ Will not apply a School Improvement Grant (SIG)

☐ Are uncertain about submitting a School Improvement Grant (SIG)

DISTRICT: _____

ADDRESS: _____

PHONE NUMBER: _____

AUTHORIZING SIGNATURE: _____

DATE OF SUBMISSION: _____

Please complete this form and return **by January 14** to:

Dr. Kim Benton

Office of School Recovery

P.O. Box 771, Suite 213

Jackson, Mississippi 39205

Fax to: **Dr. Kim Benton**

Office of School Recovery

601-576-2180

E-mail to: **SIG@mde.k12.ms.us**

Questions regarding the School Improvement Grants (SIG) should be directed to: Dr. Kim Benton at 601-359-1879 or SIG@mde.k12.ms.us.

GUIDANCE ON SELECTING SCHOOLS TO SERVE

The chart below was developed by the U.S. Department of Education to assist LEAs in determining which schools it must commit to serve based on an LEA's eligible schools portfolio.

If an LEA has one or more . . .	In order to get SIG funds, the LEA must commit to serve . . .
Tier I, Tier II, and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school *OR* at least one Tier II school[1]
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school *OR* at least one Tier II school[1]
Tier I and Tier III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve
Tier II schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

If an LEA with Tier I schools is considering serving only Tier II schools, the LEA should consult the Office of School Recovery for guidance. After the submission deadline, should the application review reveal that an LEA has the capacity to serve Tier I schools but declined to do so, the LEA's Tier II and Tier III applications will be rejected.

---

[1] The number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all of the capacity it would otherwise use to serve its Tier I schools in order to serve Tier II schools.

COMPREHENSIVE NEEDS ASSESSMENT TOOL

The comprehensive needs assessment focuses on gathering data in five dimensions: student achievement, curriculum and instruction, professional development, family and community involvement, and school context and organization. ***Data should be disaggregated based on race and ethnicity, students with an individual education plan, economically disadvantaged, and limited English proficiency, in order to compare the achievement between subgroups***. Data may be examined across multiple years or grade levels to identify patterns and trends. By using multiple data sources to triangulate the data, priority needs emerge from a foundation supported by objective data. The purpose of a comprehensive needs assessment is not to look for solutions but to let priority needs emerge across data sources.

In this tool, the LEA will find examples of key questions to answer and suggested data sources. Remember, an LEA must separately complete and attach the Performance Framework.

Student Achievement
Information in this section pertains to the dimension of Student Achievement.

1. How well are students attaining the challenging academic standards set by the state and school district?

2. Which students are struggling? In which areas are they struggling?

3. Is there a reduction in the rate of students leaving the school, either as a result of making a voluntary transfer or because they are dropping out of the system?

Possible Data Sources
Student Achievement
✓ Analysis of MCT2/SATP and other test data over the last 3 years   ✓ Achievement comparisons for subgroups (e.g., boys/girls, LEP/non-LEP, free and reduced lunch/non)   ✓ Analysis of promotion and retention rates; achievement results for retained students   ✓ Analysis of special services (number and percentages of students, identified needs, student progress)   ✓ Analysis of report card grades   ✓ Summarized assessment results by grade levels and/or programs (e.g., after-school tutoring, summer school)   ✓ Mobility rate during school year—where students come from and go to

Curriculum and Instruction
Information in this section pertains to the dimension of Curriculum and Instruction.

1. What are teachers and administrators doing to ensure that teaching methods are up-to-date and the curriculum reflects state, local, and national content standards?

2. What opportunities are there on the job to improve the curriculum, raise expectations of staff, and secure top-quality instructional materials?

3. What formative, interim, and summative assessments do we use to evaluate individual students?

4. Is our assessment system sophisticated enough to provide quality, timely information useful in decision-making about instruction?

Possible Data Sources
Curriculum and Instruction
✓ Review of teachers' familiarity with and use of curriculum/pacing guides ✓ Review of school curriculum's alignment to state standards ✓ Review of class schedules—what is taught and time allotted to subjects ✓ List of instructional materials used at each grade level/content area (check for continuity across grades) ✓ Number and type of assessments

School Context and Organization

Information in this section pertains to the dimension of School Context and Organization.

1. What is school culture like? Is discipline a problem at the school?

2. Do teachers have a voice in decision making and school policies?

3. Do school committees and decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard?

4. Are all groups to be part of solutions to identified problems?

5. Is adequate time devoted to subjects in which students perform poorly?

6. What is the general state of the school's facilities?

7. What is the achievement of nearby schools in the district?

8. Are there School Turnaround/Transformation Organizations or Support Service Providers available to assist the school?

Possible Data Sources
School Organization and Management
✓ Analyses of staff meeting agendas, memos, etc.   ✓ List of school committees, responsibilities, activity   ✓ List of options for staff and parent input in decision making   ✓ List of general (across staff) concerns   ✓ School climate surveys   ✓ Recognition events for staff and students   ✓ Citizenship programs and efforts   ✓ Number and percentage of referrals by grade level   ✓ Identified "high risk" behaviors   ✓ Attendance and punctuality data (students and teachers)   ✓ Suspension/expulsion rate   ✓ Analysis of school discipline policy and how it applied in classrooms   ✓ Summaries of staff and student "school attitude"   ✓ List of Lead Partners   ✓ LEA-wide achievement data   ✓ Facilities assessment

Professional Development

Information in this section pertains to the dimension of Professional Development.

1. What is the school's evaluation policy?

2. How does evaluation drive decisions about professional development, promotions, and termination?

3. According to evaluations, how strong is the instructional capacity of existing staff? Is capacity variable across grades/subjects?

4. Are there on-the-job opportunities for teachers to participate in meaningful professional development?

5. Do teachers select the professional development opportunities available to them?

6. What follow-up takes place?

7. Are teachers working in a collaborative effort as team members and mentors?

8. What instruments can reliably assess the extent to which teachers are collaborating?

9. What can be done to further promote and enhance collaboration among teachers?

Possible Data Sources
Professional Development
✓ Evaluation tools and results ✓ Schedule of classroom observations and feedback samples ✓ Evaluation of professional development plan ✓ Summary of professional development participation levels ✓ List of "voluntary" and "required" professional development options ✓ Strategies and practices available to provide direct help to teachers with difficulties ✓ Time available for faculty to collaborate

Family and Community Involvement

Information in this section pertains to the dimension of Family and Community Involvement.

1. In what ways are parents and the community involved in meaningful activities that support student learning?

2. How are parents and the community involved in school decisions?

3. Are health and human services available to support students and encourage healthy family relationships?

4. If families speak languages other than English, are school messages communicated in those languages?

5. Do services for families include students with disabilities, both physical and educational?

6. How can parents develop their parenting skills or gain access to other educational opportunities through the school?

Possible Data Sources
Family and Community Involvement

✓ List of types and numbers of parent involvement events/options for last 2-3 years
✓ Analysis of grade-level and school-wide patterns for:
   ○ Number/percentage of parents who participated in various parent involvement events
   ○ Types of information disseminated to parents (number and frequency)
   ○ Summary data on parent volunteers (numbers, percentages, activities)
✓ List topics and frequency of parent training
✓ List specific input from parents and students regarding school decisions during past 2-3 years
✓ Summary of parent organization meetings and activities during past 2-3 years (numbers, percentages, results)
✓ Analysis of effectiveness of home-school communication tools

✓ List of community speakers in the classroom and their purposes for last 2-3 years
✓ Types and purposes of school involvement with local businesses and community organizations

PERFORMANCE FRAMEWORK

The Mississippi Department of Education is required to submit data for 18 metrics for each Tier I and Tier II school that implements one of the four required school intervention models and is served with SIG funds. For consistency in program evaluation, MDE is also requiring Tier III schools to comply with the same data request.

In the initial application, LEAs are required to submit baseline data for each school for the school year **prior** to the implementation of one of the intervention models, including the Tier III intervention model. LEAs must also propose annual targets for each subsequent year that the school implements the model.

After an LEA's application has been approved, and prior to an LEA receiving grant funds, the LEA and MDE will work together to finalize the LEA's proposed annual targets for the leading and achievement indicators of performance for *each* school. These indicators, and their definitions, are listed below.

METRICS DEFINED

Metric 1—Intervention Model: Identify the intervention model that the school is implementing – transformation, turnaround, or closure.

Metric 2—AYP Status: Identify the State Accountability label and indicate if growth was met or not met. *Source: NCLB Report Card*

Metric 3—AYP Targets Met and Missed: Identify by reading/language arts, mathematics, and other academic indicators whether AYP targets have been met or not met for each subgroup. *Source: NCLB Report Card*

Metric 4—School Improvement Status: Identify the AYP Improvement Status of Year 1, Year 2, Corrective Action, Restructuring Planning, or Restructuring Implementation for each school. *Source: NCLB Report Card*

Metric 5—Number of Minutes and Types of Increased Learning Time Offered: This data group is the number of minutes that **all** students were required to be at school and any additional learning time (before school, after school, or summer school) for which all students had the opportunity to participate.   School minutes are the total of all full school days and half school days and any increased learning time provided to all students in the school.
> EXAMPLE: The regular school year for a school included 176 full school days and four half school days that all students were required to attend.
- The school is in an LEA where a full day is 390 minutes and a half day is 195 minutes.
- The school also provided 80 days of additional learning time for which all students had the opportunity to participate.
- The additional learning time lasted 90 minutes per day.
- The total minutes would be 76,620, calculated as follows:
  - 176 days multiplied by 390 minutes = 68,640 minutes
  - 4 days multiplied by 195 minutes =780 minutes
  - 80 days multiplied by 90 minutes=7,200 minutes
  - Add the results: 68,640+780+7,200 = **76,620 minutes**

Increased learning time is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before school, after school, summer school, weekend school.
Source: School Data Reports

Metric 6—Proficiency on State Assessments: Identify the percentage of students by each proficiency level on the State assessments for reading/language arts and mathematics by grade and by student subgroup.
Source: NCLB Report Card

Metric 7—Student Participation Rate on State Assessments: Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.
Source: NCLB Report Card

Metric 8—Average Scale Score: Identify the average scale score of students by each proficiency level on the State assessments for reading/ language arts and mathematics, by grade and by student subgroup.
Source: School Data Reports

Metric 9—Attainment of English Language Proficiency: Identify the percentage of English Language students who attain English proficiency.
Source: School Data Reports

Metric 10—Graduation Rate: Identify the percentage of students graduating from high school.
Source: NCLB Report Card

Metric 11 – Dropout Rate – Identify the percentage of students who fail to graduate from high school with their cohort group.   Source: NCLB Report Card

Metric 12 – Student Attendance Rate – Identify the number of school days during the regular school year students attended school divided by the maximum number of days students could have attended school during the school year. Source: NCLB Report Card

Metric 13- Dual Enrollment and Advanced Coursework – Schools will identify three data metrics for this indicator. Source: School Data Reports
- *Advanced Coursework* is defined as the number of students who complete advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school **and** received course credit in accordance with state or local requirements.
- *Dual Enrollment* refers to the number of high school students who complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.
- *Advanced Coursework and Dual Enrollment* is defined as the number of students who complete advanced coursework **AND** complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Metric 14 – College Enrollment Rates- Identify the number and percentage of students who complete high school and enroll in postsecondary institutions. Source: School Data Reports

Metric 15 – Discipline Rates- Identify the number of incidents of discipline data during the baseline year. Source: School Data Reports

Metric 16- Truants – Identify the number and percentage of students with 5 or more unexcused absences. Source: School Data Reports

Metric 17 – Distribution of Teachers by Performance Level – Identify the percentage of teachers by overall performance level (unsatisfactory, needs improvement, meets standards, exemplary) on the LEA's teacher evaluation instrument. Source: School Data Reports

Metric 18 – Teacher Attendance Rates- Identify the number of FTE days teachers worked divided by the maximum number of FTE teacher working days. A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.   Source: School Data Reports

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EVALUATING PROGRESS FOR RENEWAL: MDE will make grant renewal decisions for each school based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*—A school must meet 6 of 9 leading indicator goals.

- *Achievement Indicators*—The school must also meet a minimum of 50% of applicable achievement indicators.

MDE may grant exceptions to this rule only if highly unusual, extenuating circumstances occur.

METRICS BY CATEGORY

Leading Indicators
- Number of minutes within the school year and school day;
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- Dropout rate;
- Student attendance rate;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- Discipline incidents;
- Truants;
- Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- Teacher attendance rate.

Achievement Indicators
- Percentage of students at or above proficiency level on State assessments in reading/language arts and mathematics, by both grade level , and by student subgroup;
- Average scale score on State assessments in reading/language arts and mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;
- Percentage of limited English proficient students who attain English language proficiency;
- School improvement status and AYP targets met and missed;
- College enrollment rates; and
- Graduation rate.

SCHOOLWIDE LEADING INDICATORS: *Complete the following tables for <u>each school</u>*. (1 of 3)

Name of School: Intervention Model: Select one...

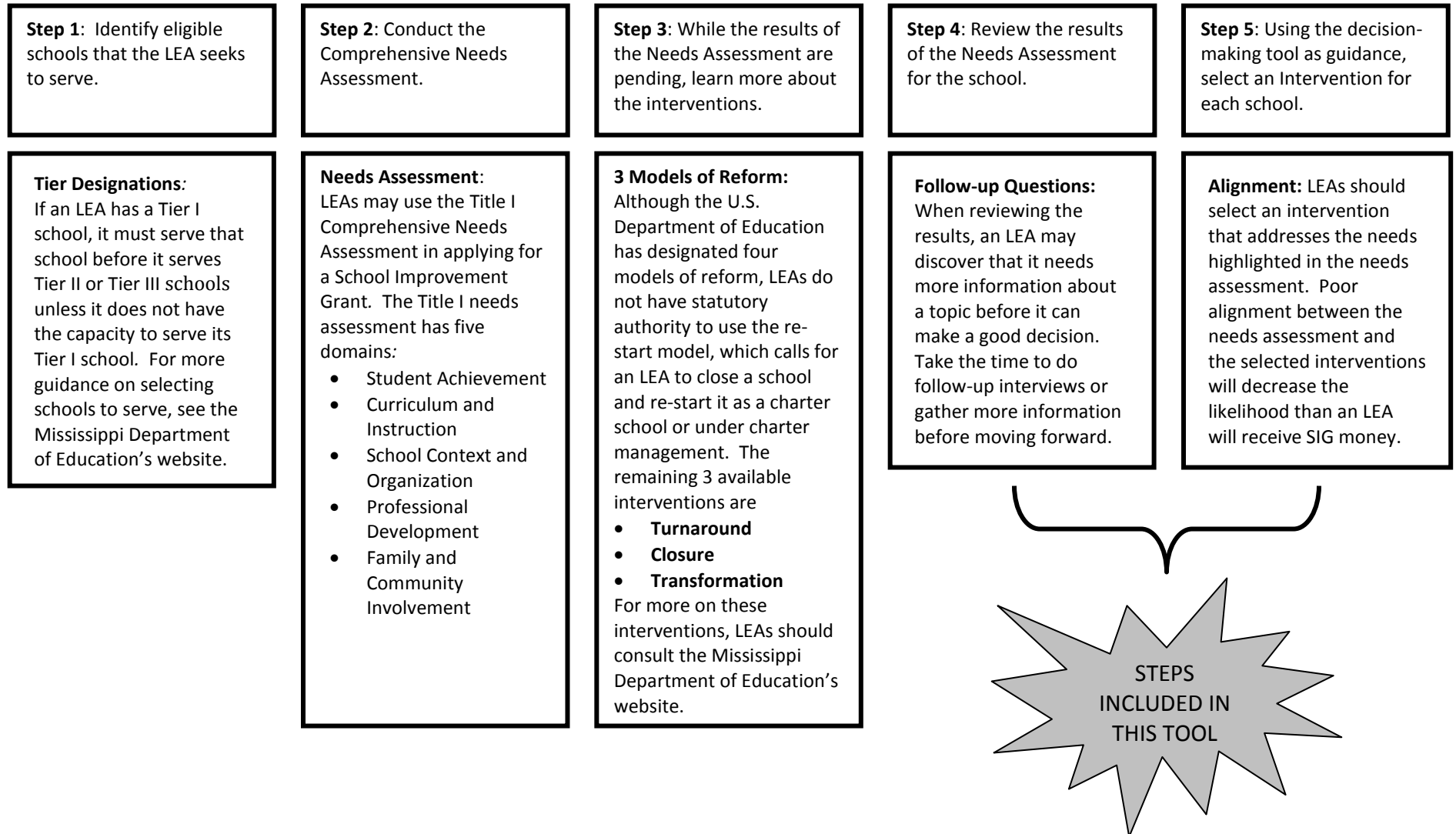| Performance Indicator	2009-2010 Baseline Data		Growth Targets for 2010-2011		Progress Monitoring Tools and Responsible Parties	2010-2011 Outcomes	
Number of minutes within the school day and school year		# of minutes in a full school day		# of minutes in a full school day			# of minutes in a full school day
		# of full school days		# of full school days			# of full school days
		# of minutes in a half day		# of minutes in a half day			# of minutes in a half day
		# of half days		# of half days			# of half days
		# of additional learning time minutes		# of additional learning time minutes			# of additional learning time minutes
		# of TOTAL minutes in school year		# of TOTAL minutes in school year			# of TOTAL minutes in school year
Types of increased learning time	Select one... Select one... Select one... Select one... Select one...		Select one... Select one... Select one... Select one... Select one...			Select one... Select one... Select one... Select one... Select one...	
Student participation rate on state assessments (schoolwide)—Language Arts							
Subgroups		All		All			All
		IEP		IEP			IEP
		LEP		LEP			LEP
		ED		ED			ED
		Asian		Asian			Asian
		Black		Black			Black
		Hispanic		Hispanic			Hispanic
		Native American		Native American			Native American
		White		White			White

Performance Indicator	2009-2010 Baseline Data		Growth Targets for 2010-2011		Progress Monitoring Tools and Responsible Parties	2010-2011 Outcomes	
Student Participation Rate on State Assessments (schoolwide)—Mathematics							
Subgroups		All		All			All
		IEP		IEP			IEP
		LEP		LEP			LEP
		ED		ED			ED
		Asian		Asian			Asian
		Black		Black			Black
		Hispanic		Hispanic			Hispanic
		Native American		Native American			Native American
		White		White			White
Dropout rate							
Student attendance rate							
Dual enrollment and advanced coursework *Number and percentage of students*	#: %:	Students completing advanced coursework	#: %:	Students completing advanced coursework		#: %:	Students completing advanced coursework
	#: %:	Students completing dual enrollment coursework	#: %:	Students completing dual enrollment coursework		#: %:	Students completing dual enrollment coursework
	#: %:	Students completing both advanced and dual enrollment coursework	#: %:	Students completing both advanced and dual enrollment coursework		#: %:	Students completing both advanced and dual enrollment coursework

Performance Indicator	2009-2010 Baseline Data		Growth Targets for 2010-2011		Progress Monitoring Tools and Responsible Parties	2010-2011 Outcomes	
Discipline incidents *Number of discipline incidents in each category*		Weapons Offenses		Weapons Offenses			Weapons Offenses
		Drug Offenses		Drug Offenses			Drug Offenses
		Assaults/ Fights		Assaults/ Fights			Assaults/ Fights
		Bullying/ Harassment		Bullying/ Harassment			Bullying/ Harassment
		Theft		Theft			Theft
		Non-Violent Offenses in Classroom		Non-Violent Offenses in Classroom			Non-Violent Offenses in Classroom
		Other Non-Violent Offenses		Other Non-Violent Offenses			Other Non-Violent Offenses
Truants *# and % of students with 5 or more unexcused absences*	#: %:		#: %:			#: %:	
Teacher attendance rate							
Distribution of teachers by performance level on an LEA's teacher evaluation system		Unsatisfactory		Unsatisfactory			Unsatisfactory
		Needs Improvement		Needs Improvement			Needs Improvement
		Meets Standards		Meets Standards			Meets Standards
		Exemplary		Exemplary			Exemplary

GRADE-LEVEL ACHIEVEMENT INDICATORS: *Complete the following tables for <u>each grade in each school</u>.* (1 of 2)

Name of School: Intervention Model: Select one...

GRADE:	2009-2010 Baseline Data				Percentage Scoring		Annual Growth Targets Goals for 2011-2012				Progress Monitoring Tools Responsible Parties	2011-2012 Outcomes			
Percent Proficient															
Language Arts	*M*	*B*	*P*	*A*	*Basic or above*	*Proficient or above*	*M*	*B*	*P*	*A*		*M*	*B*	*P*	*A*
All															
IEP															
LEP															
ED															
Asian															
Black															
Hispanic															
Native American															
White															
Mathematics	*M*	*B*	*P*	*A*	*Basic or above*	*Proficient or above*	*M*	*B*	*P*	*A*		*M*	*B*	*P*	*A*
All															
IEP															
LEP															
ED															
Asian															
Black															
Hispanic															
Native American															
White															

GRADE:	2009-2010 Baseline Data					Annual Growth Targets Goals for 2011-2012					Progress Monitoring Tools and Responsible Parties	2011-2012 Outcomes				
Average Scale Score																
Language Arts	*Avg*	*M*	*B*	*P*	*A*	*Avg*	*M*	*B*	*P*	*A*		*Avg*	*M*	*B*	*P*	*A*
All																
IEP																
LEP																
ED																
Asian																
Black																
Hispanic																
Native American																
White																
Mathematics	*Avg*	*M*	*B*	*P*	*A*	*Avg*	*M*	*B*	*P*	*A*		*Avg*	*M*	*B*	*P*	*A*
All																
IEP																
LEP																
ED																
Asian																
Black																
Hispanic																
Native American																
White																

SCHOOLWIDE ACHIEVEMENT INDICATORS: *Complete the following tables for <u>each school</u>.* (1 of 2)

Name of School: Intervention Model: Select one...

Performance Indicator	2009-2010 Baseline Data		Growth Targets for 2011-2012		Progress Monitoring Tools and Responsible Parties	2011-2012 Outcomes	
AYP Status	Select one...	Select one...	Select one...	Select one...		Select one...	Select one...
AYP Status/ Targets							
Language Arts	*Met/Not Met or <Minimum*		*Met/Not Met or <Minimum*			*Met/Not Met or <Minimum*	
All	Select one...		Select one...			Select one...	
IEP	Select one...		Select one...			Select one...	
LEP	Select one...		Select one...			Select one...	
ED	Select one...		Select one...			Select one...	
Asian	Select one...		Select one...			Select one...	
Black	Select one...		Select one...			Select one...	
Hispanic	Select one...		Select one...			Select one...	
Native American	Select one...		Select one...			Select one...	
White	Select one...		Select one...			Select one...	
Mathematics	*Met/Not Met or <Minimum*		*Met/Not Met or <Minimum*			*Met/Not Met or <Minimum*	
All	Select one...		Select one...			Select one...	
IEP	Select one...		Select one...			Select one...	
LEP	Select one...		Select one...			Select one...	
ED	Select one...		Select one...			Select one...	
Asian	Select one...		Select one...			Select one...	
Black	Select one...		Select one...			Select one...	
Hispanic	Select one...		Select one...			Select one...	
Native American	Select one...		Select one...			Select one...	
White	Select one...		Select one...			Select one...	
Other Academic Indicators	*Met/Not Met or <Minimum*		*Met/Not Met or <Minimum*			*Met/Not Met or <Minimum*	
All	Select one...		Select one...			Select one...	
IEP	Select one...		Select one...			Select one...	
LEP	Select one...		Select one...			Select one...	
ED	Select one...		Select one...			Select one...	
Asian	Select one...		Select one...			Select one...	
Black	Select one...		Select one...			Select one...	
Hispanic	Select one...		Select one...			Select one...	
Native American	Select one...		Select one...			Select one...	
White	Select one...		Select one...			Select one...	

Performance Indicator	2009-2010 Baseline Data	Growth Targets for 2011-2012	Progress Monitoring Tools and Responsible Parties	2011-2012 Outcomes
School Improvement Status	Select one...	Select one...		Select one...
Graduation rate				
College enrollment rate				

(2 of 2)

SELECTING AN INTERVENTION MODEL

This tool aids the LEA in considering the essential questions to select an intervention model that has the greatest potential to dramatically improve outcomes for students attending a low-achieving school. This tool focuses on the last two steps in the five-step decision-making process, which is summarized below.

| **Step 1**: Identify eligible schools that the LEA seeks to serve. | **Step 2**: Conduct the Comprehensive Needs Assessment. | **Step 3**: While the results of the Needs Assessment are pending, learn more about the interventions. | **Step 4**: Review the results of the Needs Assessment for the school. | **Step 5**: Using the decision-making tool as guidance, select an Intervention for each school. |

Tier Designations*:*
If an LEA has a Tier I school, it must serve that school before it serves Tier II or Tier III schools unless it does not have the capacity to serve its Tier I school. For more guidance on selecting schools to serve, see the Mississippi Department of Education's website.

Needs Assessment:
LEAs may use the Title I Comprehensive Needs Assessment in applying for a School Improvement Grant. The Title I needs assessment has five domains*:*
- Student Achievement
- Curriculum and Instruction
- School Context and Organization
- Professional Development
- Family and Community Involvement

3 Models of Reform:
Although the U.S. Department of Education has designated four models of reform, LEAs do not have statutory authority to use the re-start model, which calls for an LEA to close a school and re-start it as a charter school or under charter management. The remaining 3 available interventions are
- **Turnaround**
- **Closure**
- **Transformation**
For more on these interventions, LEAs should consult the Mississippi Department of Education's website.

Follow-up Questions:
When reviewing the results, an LEA may discover that it needs more information about a topic before it can make a good decision. Take the time to do follow-up interviews or gather more information before moving forward.

Alignment: LEAs should select an intervention that addresses the needs highlighted in the needs assessment. Poor alignment between the needs assessment and the selected interventions will decrease the likelihood than an LEA will receive SIG money.

STEPS INCLUDED IN THIS TOOL

Step 4: Review the results of the Needs Assessment for the LEA and each school.

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school *given the existing capacity in the school and the district*? To complete the table below, you will need a summary of the findings from the Needs Assessment. In the first column, check the boxes that accurately describe the school. The checks in the right three columns indicate that if this characteristic is present, the respective intervention model could be an option.

CHARACTERISTIC	INTERVENTION MODEL		
	CLOSURE	TURNAROUND	TRANSFORMATION
Student Achievement			
History of chronic, low achievement	✓	✓	
All students experiencing low achievement/graduation rates	✓	✓	
Select sub-groups of students experiencing low-performance			✓
Students experiencing low-achievement in all core subject areas	✓	✓	
Students experiencing low-achievement in only select subject areas			✓
Curriculum and Instruction & Professional Development			
Evidence of pockets of strong instructional staff capacity			✓
Evidence of limited staff capacity	✓	✓	
School Context and Organization			
Strong existing (2 yrs or less) or readily available turnaround/ transformation leader		✓	✓
Evidence of response to prior reform efforts		✓	✓
Evidence of negative school culture	✓	✓	
Physical plant deficiencies	✓		
Supply of external partners/providers		✓	✓
Other higher performing schools in district	✓		
Family and Community Involvement			
Strong community commitment to school		✓	✓
TOTAL	of 7 or %	of 9 or %	of 7 or %

1. **Based on the Capacity table above, rank order the intervention models that seem the best fit for this school. This is only an estimation of the best possible model, but it is a place to start. Remember: An LEA can choose a transformation model for only 50% of its schools if it has a total of 9 or more Tier I and Tier II schools.**

   Best Fit Ranking of Intervention Models
   A. Best Fit:

   B. Second Best Fit:

2. **Now answer the questions below for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.**

School Closure Model
1. What are the criteria to identify schools to be closed?

2. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?

3. How will the receiving schools be staffed with quality staff to accommodate the increase in students?

4. What is the process for determining which staff members are dismissed and which staff members are re-assigned?

5. What supports will be provided to recipient schools if current staff members are re-assigned?

6. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

8. What is the impact of school closure to the school's neighborhood, enrollment area, or community?

9. How does school closure fit within the LEA's overall reform efforts?

The Turnaround Model
1. Is the LEA ready to meet all of the requirements of the turnaround model?

2. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

3. How will the LEA recruit a new leader for the school?

4. How will the LEA support the school leader in recruiting and retaining highly effective teachers to the lowest achieving schools?

5. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

6. What is the LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

7. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The Transformation Model
1. Is the LEA ready to meet all of the requirements of the transformation model?

2. How will the LEA recruit a new leader for the school?

3. How will the LEA enable the new leader to make and sustain strategic staff replacements?

4. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

5. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

6. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

Step 5: Select an Intervention Model for each school.

Using the information from Step 4, summarize your rationale for the intervention selected for each school.

SCHOOL	INTERVENTION	RATIONALE
	Select one...	
	Select one...	
	Select one...	
	Select one...	
	Select one...	
	Select one...	
	Select one...	
	Select one...	
	Select one...	
	Select one...	
	Select one...	

Begin drafting the school proposals aligned with your chosen interventions. Good Luck!

Resources

See the *Handbook on Effective Implementation of School Improvement Grants* at **www.centerii.org**.

Also see resources below, which are also referenced in the *Handbook*.

Implementation

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature.* Tampa, FL: National Implementation Research Network. Retrieved from http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph_full.pdf

Guldbrandsson, K. (2008). *From news to everyday use: The difficult art of implementation.* Ostersund, Sweden: Swedish National Institute of Public health. Retrieved from http://www.fhi.se/PageFiles/3396/R200809_implementering_eng0805.pdf

Gunn, B. (n.d.). *Fidelity of implementation: Developing structures for improving the implementation of core, supplemental, and intervention programs.* Retrieved from http://74.125.95.132/search?q=cache:9_DqqvdTjYEJ:www.nevadareading.org/resourcecenter/readingprograms.attachment/300169/Program_Implementation_Fidelity-Developing_Structures.ppt+fidelity+of+implementation:+developing+structures+for+improving+the+implementation+of+core,+supplemental,+and+intervention+programs&cd=1&hl=en&ct=clnk&gl=us

Redding, S. (2006). *The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.* Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey

Steiner, L. (2009). *Tough decisions: Closing persistently low-performing schools*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from http://www.centerii.org/survey/

Walberg, H. J. (Ed.). (2007). *Handbook on restructuring and substantial school improvement*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from www.centerii.org/survey

This document is based on work by the Center on Innovation & Improvement, Academic Development Institute, Lincoln, Illinois. The Center on Innovation & Improvement is a national content center in the comprehensive center system, funded by the U.S. Department of Education.

INTERVENTION REQUIREMENTS AND GUIDANCE

TURNAROUND

Requirements

1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

    a. Screen all existing staff and rehire no more than 50 percent; and

    b. Select new staff;

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and implement strategies that provide increased learning time; and

9. Provide appropriate social-emotional and community-oriented services and supports for students.

Optional Elements

In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible

activities under the turnaround intervention model described in the final requirements. It could also, for example, replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). The key is that these actions would be taken within the framework of the turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Definition of "job-embedded" professional development:

- It occurs on a regular basis (*e.g.*, daily or weekly);

- It is aligned with academic standards, school curricula, and school improvement goals;

- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;

- It requires active engagement rather than passive learning by participants; and

- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

Guidance

Must a turnaround school proposal contain plans to adopt a new instructional design?

Not necessarily. In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department expects that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

What are some examples of social-emotional and community-oriented services and supports for students that may be provided through Response to Intervention?

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. An LEA should examine the needs of students in the turnaround school to

determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

CLOSURE

What costs associated with closing a school can be paid for with SIG funds?

An LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school, such as costs related to parent and community outreach, including, but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes. Other costs, such as revising transportation routes, transporting students to their new school, or making class assignments in a new school, are regular responsibilities an LEA carries out for all students and generally may not be paid for with SIG funds. However, an LEA may use SIG funds to cover these types of costs associated with its general responsibilities if the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.

May SIG funds be used in the school that is receiving students who previously attended a school that is subject to closure in order to cover the costs associated with accommodating those students?

No. In general, the costs a receiving school will incur to accommodate students who are moved from a closed school are costs that an LEA is expected to cover, and may not be paid for with SIG funds. However, to the extent a receiving school is a Title I school that increases its population of children from low-income families, the school should receive additional Title I, Part A funds through the Title I, Part A funding formula, and those Title I, Part A funds could be used to cover the educational costs for these new students. If the school is not currently a Title I school, the addition of children from low-income families from a closed school might make it an eligible school.

Is the portion of an LEA's SIG subgrant that is to be used to implement a school closure renewable?

Generally, no. The portion of an LEA's SIG subgrant for a school that is subject to closure is limited to the time necessary to close the school — usually one year or less. As such, the funds allocated for a school closure would not be subject to renewal.

TRANSFORMATION

Requirements

1. Replace the principal who led the school prior to commencement of the transformation model;

2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that

   a. Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

   b. Are designed and developed with teacher and principal involvement;

3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Implement such strategies as financial incentives and increased opportunities for promotion and career growth that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model;

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time;

9. Provide ongoing mechanisms for family and community engagement;

10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school transformation organization or an EMO).

Optional Elements

In addition to the required activities for a transformation model, an LEA may also implement other strategies such as:

1. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school;

2. Instituting a system for measuring changes in instructional practices resulting from professional development;

3. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority;

4. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

5. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

6. Using and integrating technology-based supports and interventions as part of the instructional program;

7. In secondary schools—

    a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

    b. Improving student transition from middle to high school through summer transition programs or freshman academies;

    c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;

    d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate;

8. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

9. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

10. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;

11. Expanding the school program to offer pre-kindergarten;

12. Allowing the school to be run under a new governance arrangement, such as a transformation division within the LEA or SEA; or

13. Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Guidance

Must the principal and teachers involved in the development and design of the evaluation system be the principal and teachers in the school in which the transformation model is being implemented?

No. The requirement for teacher and principal evaluation systems that "are designed and developed with teacher and principal involvement" refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

Intervention Model Checklist

Note: Regardless of intervention type, all proposals must complete the LEA Plan Overview in full.

School Proposal

I. Introduction			

Item	Turnaround	Transformation	Closure
A. Descriptive Information about the Eligible School	☐	☐	☐
1. Newly Consolidated School(s) Information	Not Applicable	Not Applicable	☐
B. Alignment with the Needs Assessment 1. Comprehensive Needs Assessment (Toolkit)	☐	☐	☐
2. Intervention Model Selection (Toolkit)	☐	☐	☐
C. Alignment with Intervention Requirements	☐	☐	Not Applicable
D. Implementation Milestones	☐	☐	☐
NOTE: If an LEA spends money in the pre-implementation period, the LEA must meet the standard for pre-implementation plans. If not, the LEA must address this in the interview round if the application advances. 1. Pre-Implementation Plan	☐	☐	☐

Item	Turnaround	Transformation	Closure
A. Curriculum 1. Research-based	☐	☐	Not Applicable
2. Vertical alignment	☐	☐	Not Applicable
B. Instruction 1. Instructional improvements	☐	☐	Not Applicable
2. Three-Tier Instructional Intervention Model/ Intervention Process (IP)	☐	☐	Not Applicable
3. Special populations	☐	☐	Not Applicable
4. Increased time	☐	☐	Not Applicable
C. Assessments 1. Current assessments	☐	☐	Not Applicable
2. Proposed assessments	☐	☐	Not Applicable
3. Data-driven decision-making	☐	☐	Not Applicable
D. Instructional Leadership and Staff 1. Current instructional staff	☐	☐	☐
2. Proposed instructional staff	☐	☐	☐
3. Consolidated staff	Not Applicable	Not Applicable	☐

Item	Turnaround	Transformation	Closure
A. Allocation of Financial Resources	☐	☐	☐
B. Human Resource Systems 1. Recruitment and hiring i. School Leader	☐	☐	Not Applicable
ii. Instructional staff	☐	☐	Not Applicable
iii. Financial incentives	☐	☐	Not Applicable
2. Screening and re-hiring	☐	Not Applicable	Not Applicable
3. Employment policies i. Placement	☐	☐	Not Applicable
ii. Evaluation policies	Not Applicable	☐	Not Applicable
iii. Financial rewards	Not Applicable	☐	Not Applicable
iv. Opportunities for promotion and career growth	☐	☐	Not Applicable
v. Termination	Not Applicable	☐	Not Applicable
C. Organizational Structures and Management 1. Governance	☐	☐	Not Applicable
2. Lead Partners *Schools are not required to contract with Lead Partners. If the school chooses to contract with Lead Partners, the school must have a clear plan for services*	☐	☐	Not Applicable
3. School Climate	☐	☐	Not Applicable
4. Facilities	Not Applicable	Not Applicable	☐
D. Support for Teaching and Learning 1. Professional development	☐	☐	Not Applicable
2. Time for faculty collaboration	☐	☐	Not Applicable

Item	Turnaround	Transformation	Closure
E. Parent and Community Engagement 1. Community-school relations	☐	☐	Not Applicable
2. Services for parents and community members	☐	☐	Not Applicable
3. Engagement in school improvement	☐	☐	Not Applicable
F. Parent and Community Outreach	Not Applicable	Not Applicable	☐
G. Sustainability	☐	☐	Not Applicable

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

School District	School							
Date and Time of Meeting	Meeting Place							

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1.	☐	☐	☐	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐	☐	☐	☐

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
10.	☐	☐	☐	☐	☐	☐	☐	☐
11.	☐	☐	☐	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐	☐	☐	☐
15.	☐	☐	☐	☐	☐	☐	☐	☐
16.	☐	☐	☐	☐	☐	☐	☐	☐
17.	☐	☐	☐	☐	☐	☐	☐	☐
18.	☐	☐	☐	☐	☐	☐	☐	☐
19.	☐	☐	☐	☐	☐	☐	☐	☐
20.	☐	☐	☐	☐	☐	☐	☐	☐

LEAD PARTNER GUIDANCE

Two Types of Lead Partners
LEAs are not required to contract with Lead Partners as part of the School Improvement Grant program. In order to better explain to LEAs their options for Lead Partners—and their option not to choose a Lead Partner—MDE has categorized Lead Partners into two main types available to LEAs in Mississippi. These two types are:

- *School Turnaround/Transformation Organizations*—School Turnaround/Transformation Organizations (STTOs) have a governance role in the school.

- *Support Service Providers*—Support Service Providers supply services to the school but do not have a governance role in the operations of the school.

LEAD PARTNERS

| School Turnaround/ Transformation Organizations | Support Service Providers |
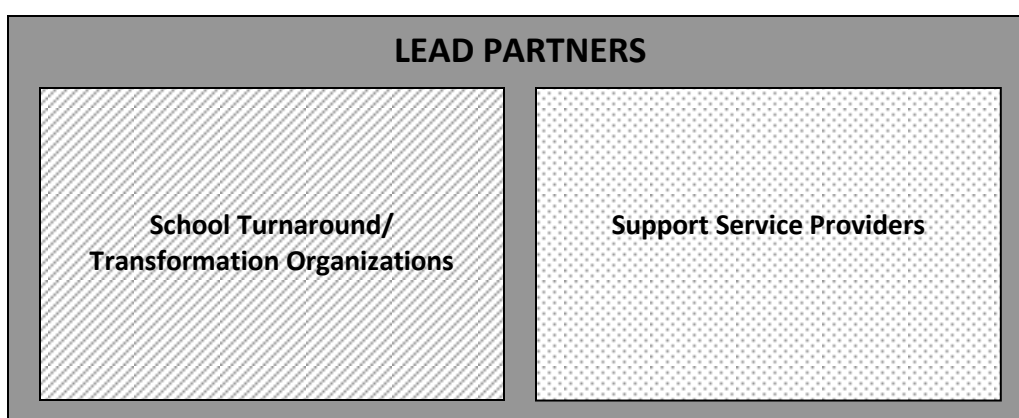
Figure 1.

Contracting with a Lead Partner
LEAs will manage the entire process of recruiting, screening, evaluating, and selecting Lead Partners. LEAs must describe their process in the LEA Application. LEAs must also provide their model Request for Proposal, including the proposed scope of work potential Lead Partners must address, and their model Memorandum of Understanding to be used in the contracting process. During the grant review process, external reviewers will evaluate LEAs responses in these areas to determine whether LEA proposed process is rigorous and evidence-based.

Special Instructions for Contracting with a School Turnaround/ Transformation Organization
If an LEA chooses to contract with a School Turnaround/ Transformation Organization, MDE must approve the STTO *prior* to execution of an MOU between the LEA and the STTO. MDE will not approve an STTO until *after* the LEA has been granted an FY2010 School Improvement Grant award. In order to earn MDE approval of an STTO, LEAs must submit documentation to MDE demonstrating the LEA used a rigorous, evidence-based screening process to select the STTO. More details about the submission of documentation will be available once the FY2010 grantees have been selected.

Resources

MDE has provided LEAs a Lead Partner Interview Protocol and a model MOU in the LEA Application Toolkit. LEAs should contact MDE for any necessary technical assistance in contracting with Lead Partners, especially in recruiting high-quality Lead Partners.

LEAD PARTNER INTERVIEW

(This tool is an example of an interview protocol for prospective Lead Partners.)

Name of Lead Partner	School District
Contact Information	School District Contact

Questions	Notes
Financial Management System	
Describe the type of clients the contractor serves (e.g., schools vs. districts, large or small districts, rural or urban, low income).	
How many clients does the contractor currently serve?	
Does the organization obtain an annual financial audit? What was the outcome of the most recent audit? (Ask for documentation.)	
Has the contractor ever had to cancel a contract or contracts? If so, why?	

Management and Staffing Capacity	
Who are the contractor's key leaders and what is their level of relevant professional experience?	
How will the contractor staff this project?	
Does the contractor's staff have K-12 education experience? Provide a current resume of all staff members who will work in the district.	
How does the contractor monitor the services of its staff?	
What specific training and experience does the contractor's staff have in improving student performance, instructional coaching, state curriculum standards, data analysis, and turnaround strategies?	
In the event that the school district is dissatisfied with the services of the contractor's staff, what is the process for changing contractual staff?	

Internal Performance Analysis	
Does the contractor internally review and assess the quality of services it delivers? How?	
Does the contractor solicit information from clients to determine their satisfaction with the contractor's products or services? By what method, and how often?	
What method(s) will the contractor use to communicate outcomes of weekly services to the school district?	
Provide a list of clients and contact information.	
Customer Service Orientation	
Does the contract or memorandum of understanding provide specific details on the type and amount of services to be provided?	
How flexible or customizable is the contract?	

Provide evidence that the contractor has been successful in improving student performance outcomes in a short period of time.	
Provide evidence that the contractor has been successful in improving teacher/principal quality in low-performing schools.	
OTHER QUESTIONS:	

Source: American Institutes for Research, "Choosing an Education Contractor: A Guide to Assessing Financial and Organizational Capacity", 2006

School Improvement Grant 1003(g) (SIG)
MEMORANDUM OF UNDERSTANDING
Between

(Enter Local Educational Agency's Name)

Local Educational Agency (LEA)

and

(Enter Lead Partner's Name)

Lead Partner

I.   Background

The purpose of this Memorandum of Understanding (MOU) is to clearly identify the roles and responsibilties of each party as they relate to the implemenation of the School Improvement Grant (SIG). The SIG, authorized under Section 1003(g) of the *Elementary and Secondary Education Act of 1965*, provides financial resources to local educational agencies (LEA) for providing assistance to persistently low-achieving schools that demonstrate the greatest need and strongest commitment to raise substantially the academic achievement of their students. To support this goal, the [*Enter the LEA's name and address*] (hereinafter referred to as [*LEA*]) and [*Enter the Lead Partner's name and address*] (hereinafter referred to as [LP]) will establish a partnership to mutually promote the improvement of the educational infrastructure and performance of [*Enter the name of the school that will be served through this MOU*] through comprehensive, coordinated planning and implementation of services to the LEA and school.

Accordingly, [*LEA*] and [*LP*] operating under this MOU agree as follows:

II.   Mission

[Name of *LEA*], as the LEA and subgrant receipient, is the administrator of the LEA's SIG for which it coordinates the improvement activities that are to be implemented in [*Enter the name of the school that will be served through this MOU*]. Through this Understanding, the [*LEA*] plans to [*Enter a brief description of the LEA's mission in carrying out the reform efforts at the school*].

[Name of *LP*], as Lead Partner, serves as the independent organization that will provide direct, long-term assistance to the LEA and [*Enter the name of the school that will be served through this MOU*] in implementing [*Enter the reform efforts the lead partner will perform in the district/school to improve student achievement*].

[*LEA*] and [*LP*], the parties to this Understanding, have the following common objectives/goals:

- [*List the common objectives or goals the LEA and Lead Partner plans to achieve through this collaboration*]

III.   Responsibilities

The responsibilities of the [_LEA_] are to:

- [_List the actions the LEA will take in order to meet the goal(s) established in this MOU_]

The responsibilities of the [_LP_] are to:

- [_List the actions the Lead Partner will take in order to meet the goal(s) established in this MOU_]

Both [_LEA_] and [_LP_] will ensure that program activities are conducted in compliance with all applicable Federal, State, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances outlined in the LEA's SIG application approved by the Mississippi Department of Education (MDE).

IV. Evaluation

[_LEA_] and [_LP_] have established the following performance indicators for evaluating the success of the implementation of this Understanding. The measures of annual growth set herein, shall be considered during the time of review of this Understanding, at which time, it may be extended, modified, or terminated.

Action	Annual Performance Indicators		
	Year 1	Year 2	Year 3
Enter the action/strategy that is to be carried out by the Lead Partner	_Enter the results that the Lead Partner should have achieved towards meeting its goal by the end of Year 1_	_Enter the results that the Lead Partner should have achieved towards meeting its goal by the end of Year 2_	_Enter the goal that the Lead Partner should have achieved by the end of Year 3_

V. Exception to LEA Policies

In order to successfully meet the terms of this Understanding, [_LEA_] gives [_LP_] the authority to carry out the services described herein by releasing all of the rights, privileges, and liabilities given to the [_LEA_] in the following LEA policies:

- [_List the LEA policies that will prohibit the Lead Partner from carrying out its duties set forth in this MOU._]

The rights of the policies stated above shall be given to [*LP*] throughout the implementation of this Understanding. [*LEA*] or [*LP*] may relinquish its rights set forth by giving thirty (30) calendar days written notice to the other party and the effective date thereof.

VI.   **Terms of Understanding**

Timeline

This Memorandum of Understanding is made on [Enter the date that this Understanding will go into effect] by and between [*LEA*] and [*LP*]. Review of this Understanding shall be made on or before [Enter the date that this Understanding will be reviewed], at which time this Understanding may be extended, modified, or terminated.

Funding

As full consideration for the services to be performed under this Understanding, and for all rights, properties, and privileges vested in [*LEA*] by the terms of this Understanding, including the release of [*LEA*], its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors, from any liability for any releases granted by the terms of this Understanding in perpetuity, [*LEA*] agrees to pay [*LP*] using the following breakdown:

Personnel Services: An Amount Not to Exceed $_____ ($_____/hr. x _____ hrs. = $_____/day x ____days), payable upon completion of services and submission of invoice no later than ten working days after completion of specified services.

Travel: Actual Amounts May Not Exceed $_____ (May include airfare, lodging, meals, etc.), reimbursed in accordance with the LEA's travel policy upon receipt of travel voucher after completion of specified services.

Commodities: Actual Amounts May Not Exceed $_____, payable upon completion of specified services and submission of original invoice by the ___ working day of the month following the period of service.

Both [*LEA*] and [*LP*] acknowledge that funds received through this Understanding are through the *American Recovery and Reinvestment Act of 2009 (ARRA)*; therefore, [*LEA*] and [*LP*] agrees to the reporting and registration requirements of the *American Recovery and Reinvestment Act of 2009* as outlined in Exhibit 1 (Attachment).
Reporting

Records, data, and other information acquired, developed, collected, or documented under this agreement shall be the property of the originating agency. Such records shall be kept for a period of five (5) years after final payment under this Understanding, unless the Mississippi Department of Education authorizes their earlier disposition.

Updating

This Understanding will not be modified, altered, or changed except by the mutual agreement by an authorized representative(s) of each party to this Understanding and must be confirmed in writing.

<u>Termination</u>

If, for any reason, [*LP*] fails to meet to the standards described above to the satisfaction of[*LEA*], [*LEA*] may terminate this Understanding immediately on written notice to [*LP*] and [*LP*] shall be entitled to receive just and equitable compensation for any services completed or performed prior to termination of this Understanding, as determined by [*LEA*]. Furthermore, [*LEA*] or the [*LP*] may terminate this agreement at any time by giving thirty (30) business days written notice to the other party of such termination and specifying the effective date thereof.

VII.   Principal Contacts

Each party hereby designates the following as the initial principal contacts for the agency. These contacts may be changed at the participating agency's discretion upon written notice to the other participating agency.

Local Educational Agency: Lead Partner:

_____   _____
Principal Contact's Name   Principal Contact's Name

_____   _____
Principal Contact's Title   Principal Contact's Title

_____   _____
Principal Contact's Address   Principal Contact's Address

_____   _____
Principal Contact's Phone Number   Principal Contact's Phone Number

_____   _____
Principal Contact's Fax Number   Principal Contact's Fax Number

_____   _____
Principal Contact's Email Address   Principal Contact's Email Address

VIII.   Signatures

Local Educational Agency:

_____   _____   _____
Superintendent's Typed Name and Signature   Title   Date

_____   _____   _____
Board President's Typed Name and Signature   Title   Date

Lead Partners:

_____   _____   _____
Lead Partner Representative's Typed Name and Signature   Title   Date

BUDGET GUIDANCE

General Guidance

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by $2 million (the maximum amount that an SEA may award to an LEA for each participating school).

ARRA EXHIBIT 1

Exhibit 1

Reporting and Registration Requirements Under Section 1512 of the American Recovery and Reinvestment Act of 2009.

The recipient[1] agrees to the following reporting and registration requirements of Section 1512 of the American Recovery and Reinvestment Act and in accordance with 2 CFR § 176.50, if applicable:

(a) This award requires the recipient to complete projects or activities which are funded under the American Recovery and Reinvestment Act of 2009 (Recovery Act) and to report on use of Recovery Act funds provided through this award. Information from these reports will be made available to the public.

(b) The reports are due no later than ten calendar days after each calendar quarter in which the recipient receives the assistance award funded in whole or in part by the Recovery Act.

(c) Recipients and their first-tier recipients must maintain current registrations in the Central Contractor Registration (*http://www.ccr.gov*) at all times during which they have active federal awards funded with Recovery Act funds. A Dun and Bradstreet Data Universal Numbering System (DUNS) Number (*http://www.dnb.com*) is one of the requirements for registration in the Central Contractor Registration.

(d) The recipient shall report the information described in section 1512(c) of the Recovery Act using the reporting instructions and data elements that will be provided online at *http://www.FederalReporting.gov* and ensure that any information that is pre-filled is corrected or updated as needed.

(e) The contractor shall ensure that all subcontracts and other contracts for goods and services for an ARRA-funded project have the mandated provisions of this directive in their contracts. Pursuant to title XV, Section 1512 of the ARRA, the State shall require that the contractor provide reports and other employment information as evidence to document the number of jobs created or jobs retains by this contract from the contractor's own workforce and any sub-contractors. No direct payment will be made for providing said reports, as the cost for same shall be included in the various items in the contract.

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[1] As used here and hereafter, recipient means "any entity other than an individual that receives Recovery Act funds in the form of a grant, cooperative agreement or loan directly from the Federal Government." 2 CFR § 176.30.

ARRA Award Terms Page 1 of 11

Required Use of American Iron, Steel, and Manufactured Goods Not Covered Under International Agreements Under Section 1605 of the American Recovery and Reinvestment Act of 2009.

The recipient agrees to the following required use of American Iron, Steel, and Manufactured Goods of Section 1605 of the of the American Recovery and Reinvestment Act and in accordance with 2 CFR §176.140 when awarding Recovery Act funds for construction, alteration, maintenance, or repair of a public building or public work that does not involve iron, steel, and/or manufactured goods covered under international agreements, if applicable:

(a) *Definitions.* As used in this award term and condition—

(1) *Manufactured good* means a good brought to the construction site for incorporation into the building or work that has been—
　　(i) Processed into a specific form and shape; or
　　(ii) Combined with other raw material to create a material that has different properties than the properties of the individual raw materials.

(2) *Public building and public work* means a public building of, and a public work of, a governmental entity (the United States; the District of Columbia; commonwealths, territories, and minor outlying islands of the United States; State and local governments; and multi-State, regional, or interstate entities which have governmental functions). These buildings and works may include, without limitation, bridges, dams, plants, highways, parkways, streets, subways, tunnels, sewers, mains, power lines, pumping stations, heavy generators, railways, airports, terminals, docks, piers, wharves, ways, lighthouses, buoys, jetties, breakwaters, levees, and canals, and the construction, alteration, maintenance, or repair of such buildings and works.

(3) *Steel* means an alloy that includes at least 50 percent iron, between .02 and 2 percent carbon, and may include other elements.

(b) *Domestic preference.*
　　(1) This award term and condition implements Section 1605 of the American Recovery and Reinvestment Act of 2009 (Recovery Act) (Pub. L. 111–5), by requiring that all iron, steel, and manufactured goods used in the project are produced in the United States except as provided in paragraph (b)(3) and (b)(4) of this section and condition.
　　(2) This requirement does not apply to the material listed by the Federal Government as follows:
　　[*Award official to list applicable excepted materials or indicate ''none''*]

(3) The award official may add other iron, steel, and/or manufactured goods to the list in paragraph (b)(2) of this section and condition if the Federal Government determines that—

(i) The cost of the domestic iron, steel, and/or manufactured goods would be unreasonable. The cost of domestic iron, steel, or manufactured goods used in the project is unreasonable when the cumulative cost of such material will increase the cost of the overall project by more than 25 percent;
(ii) The iron, steel, and/or manufactured good is not produced, or manufactured in the United States in sufficient and reasonably available quantities and of a satisfactory quality; or
(iii) The application of the restriction of section 1605 of the Recovery Act would be inconsistent with the public interest.

(c) *Request for determination of inapplicability of Section 1605 of the Recovery Act.*

(1)(i) Any recipient request to use foreign iron, steel, and/or manufactured goods in accordance with paragraph (b)(3) of this section shall include adequate information for Federal Government evaluation of the request, including—
　　(A) A description of the foreign and domestic iron, steel, and/or manufactured goods;
　　(B) Unit of measure;
　　(C) Quantity;
　　(D) Cost;
　　(E) Time of delivery or availability;
　　(F) Location of the project;
　　(G) Name and address of the proposed supplier; and
　　(H) A detailed justification of the reason for use of foreign iron, steel, and/or manufactured goods cited in accordance with paragraph (b)(3) of this section.
(ii) A request based on unreasonable cost shall include a reasonable survey of the market and a completed cost comparison table in the format in paragraph (d) of this section.
(iii) The cost of iron, steel, and/or manufactured goods material shall include all delivery costs to the construction site and any applicable duty.
(iv) Any recipient request for a determination submitted after Recovery Act funds have been obligated for a project for construction, alteration, maintenance, or repair shall explain why the recipient could not reasonably foresee the need for such determination and could not have requested the determination before the funds were obligated. If the

recipient does not submit a satisfactory explanation, the award official need not make a determination.

(2) If the Federal Government determines after funds have been obligated for a project for construction, alteration, maintenance, or repair that an exception to section 1605 of the Recovery Act applies, the award official will amend the award to allow use of the foreign iron, steel, and/or relevant manufactured goods. When the basis for the exception is nonavailability or public interest, the amended award shall reflect adjustment of the award amount, redistribution of budgeted funds, and/or other actions taken to cover costs associated with acquiring or using the foreign iron, steel, and/or relevant manufactured goods. When the basis for the exception is the unreasonable cost of the domestic iron,

steel, or manufactured goods, the award official shall adjust the award amount or redistribute budgeted funds by at least the differential established in 2 CFR 176.110(a).

(3) Unless the Federal Government determines that an exception to section 1605 of the Recovery Act applies, use of foreign iron, steel, and/or manufactured goods is noncompliant with section 1605 of the American Recovery and Reinvestment Act.

(d) *Data*. To permit evaluation of requests under paragraph (b) of this section based on unreasonable cost, the Recipient shall include the following information and any applicable supporting data based on the survey of suppliers:

FOREIGN AND DOMESTIC ITEMS COST COMPARISON			
Description	Unit of measure	Quantity	Cost (dollars)*
Item 1: Foreign steel, iron, or manufactured good .... Domestic steel, iron, or manufactured good .... Item 2: Foreign steel, iron, or manufactured good .... Domestic steel, iron, or manufactured good	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
[List name, address, telephone number, email address, and contact for suppliers surveyed. Attach copy of response; if oral, attach summary.] *[Include other applicable supporting information.]* *[*Include all delivery costs to the construction site.]*			

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Required Use of American Iron, Steel, and Manufactured Goods Covered Under International Agreements Under Section 1605 of the American Recovery and Reinvestment Act of 2009.

The recipient agrees to the following required use of American Iron, Steel, and Manufactured Goods (covered under International Agreements) of Section 1605 of the of the Recovery and Reinvestment Act and in accordance with 2 CFR §176.160 when awarding Recovery Act funds for construction, alteration, maintenance, or repair of a public building or public work that involves iron, steel, and/or manufactured goods materials covered under international agreements, if applicable:

(a) *Definitions.* As used in this award term and condition—

Designated country—
(1) A World Trade Organization Government Procurement Agreement country (Aruba, Austria, Belgium, Bulgaria, Canada, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hong Kong, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea (Republic of), Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Singapore, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, and United Kingdom;
(2) A Free Trade Agreement (FTA) country (Australia, Bahrain, Canada, Chile, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Israel, Mexico, Morocco, Nicaragua, Oman, Peru, or Singapore); or
(3) A United States-European Communities Exchange of Letters (May 15, 1995) country: Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden, and United Kingdom.

Designated country iron, steel, and/or manufactured goods—
(1) Is wholly the growth, product, or manufacture of a designated country; or
(2) In the case of a manufactured good that consist in whole or in part of materials from another country, has been substantially transformed in a designated country into a new and different manufactured good distinct from the materials from which it was transformed.

Domestic iron, steel, and/or manufactured good—
(1) Is wholly the growth, product, or manufacture of the United States; or
(2) In the case of a manufactured good that consists in whole or in part of materials from another country, has been substantially transformed in the United States into a new and different manufactured good distinct from the materials from which it was transformed. There is no requirement with regard to the origin of components or subcomponents in manufactured goods or products, as long as the manufacture of the goods occurs in the United States.

Foreign iron, steel, and/or manufactured good means iron, steel, and/or manufactured good that is not domestic or designated country iron, steel, and/or manufactured good.

Manufactured good means a good brought to the construction site for incorporation into the building or work that has been—
(1) Processed into a specific form and shape; or
(2) Combined with other raw material to create a material that has different properties than the properties of the individual raw materials.

Public building and *public work* means a public building of, and a public work of, a governmental entity (the United States; the District of Columbia; commonwealths, territories, and minor outlying islands of the United States; State and local governments; and multi- State, regional, or interstate entities which have governmental functions). These buildings and works may include, without limitation, bridges, dams, plants, highways, parkways, streets, subways, tunnels, sewers, mains, power lines, pumping stations, heavy generators, railways, airports, terminals, docks, piers, wharves, ways, lighthouses, buoys, jetties, breakwaters, levees, and canals, and the construction, alteration, maintenance, or repair of such buildings and works.

Steel means an alloy that includes at least 50 percent iron, between .02 and 2 percent carbon, and may include other elements.

(b) *Iron, steel, and manufactured goods.*

(1) The award term and condition described in this section implements—
(i) Section 1605(a) of the American Recovery and Reinvestment Act of 2009 (Pub. L. 111–5) (Recovery Act), by requiring that all iron, steel, and manufactured goods used in the project are produced in the United States; and
(ii) Section 1605(d), which requires application of the Buy American requirement in a manner consistent with U.S. obligations under international agreements. The restrictions of section 1605 of the Recovery Act do not apply to designated country iron, steel, and/or

manufactured goods. The Buy American requirement in section 1605 shall not be applied where the iron, steel or manufactured goods used in the project are from a Party to an international agreement that obligates the recipient to treat the goods and services of that Party the same as domestic goods and services. This obligation shall only apply to projects with an estimated value of $7,443,000 or more.

(2) The recipient shall use only domestic or designated country iron, steel, and manufactured goods in performing the work funded in whole or part with this award, except as provided in paragraphs (b)(3) and (b)(4) of this section.

(3) The requirement in paragraph (b)(2) of this section does not apply to the iron, steel, and manufactured goods listed by the Federal Government as follows:

[*Award official to list applicable excepted materials or indicate ''none''*]

(4) The award official may add other iron, steel, and manufactured goods to the list in paragraph (b)(3) of this section if the Federal Government determines that—

(i)The cost of domestic iron, steel, and/or manufactured goods would be unreasonable. The cost of domestic iron, steel, and/or manufactured goods used in the project is unreasonable when the cumulative cost of such material will increase the overall cost of the project by more than 25 percent;

(ii) The iron, steel, and/or manufactured good is not produced, or manufactured in the United States in sufficient and reasonably available commercial quantities of a satisfactory quality; or

(iii) The application of the restriction of section 1605 of the Recovery Act would be inconsistent with the public interest.

(c) *Request for determination of inapplicability of section 1605 of the Recovery Act or the Buy American Act.*

(1)(i) Any recipient request to use foreign iron, steel, and/or manufactured goods in accordance with paragraph (b)(4) of this section shall include adequate information for Federal Government evaluation of the request, including—

(A) A description of the foreign and domestic iron, steel, and/or manufactured goods;

(B) Unit of measure;

(C) Quantity;

(D) Cost;

(E) Time of delivery or availability;

(F) Location of the project;

(G) Name and address of the proposed supplier; and

(H) A detailed justification of the reason for use of foreign iron, steel, and/ or manufactured goods cited in accordance with paragraph (b)(4) of this section.

(ii) A request based on unreasonable cost shall include a reasonable survey of the market and a completed cost comparison table in the format in paragraph (d) of this section.

(iii) The cost of iron, steel, or manufactured goods shall include all delivery costs to the construction site and any applicable duty.

(iv) Any recipient request for a determination submitted after Recovery Act funds have been obligated for a project for construction, alteration, maintenance, or repair shall explain why the recipient could not reasonably foresee the need for such determination and could not have requested the determination before the funds were obligated. If the recipient does not submit a satisfactory explanation, the award official need not make a determination.

(2) If the Federal Government determines after funds have been obligated for a project for construction, alteration, maintenance, or repair that an exception to section 1605 of the Recovery Act applies, the award official will amend the award to allow use of the foreign iron, steel, and/or relevant manufactured goods. When the basis for the exception is nonavailability or public interest, the amended award shall reflect adjustment of the award amount, redistribution of budgeted funds, and/or other appropriate actions taken to cover costs associated with acquiring or using the foreign iron, steel, and/or relevant manufactured goods. When the basis for the exception is the unreasonable cost of the domestic iron, steel, or manufactured goods, the award official shall adjust the award amount or redistribute budgeted funds, as appropriate, by at least the differential established in 2 CFR 176.110(a).

(3) Unless the Federal Government determines that an exception to section 1605 of the Recovery Act applies, use of foreign iron, steel, and/or manufactured goods other than designated country iron, steel, and/or manufactured goods is noncompliant with the applicable Act.

(d) *Data.* To permit evaluation of requests under paragraph (b) of this section based on unreasonable cost, the applicant shall include the following information and any applicable supporting data based on the survey of suppliers:

FOREIGN AND DOMESTIC ITEMS COST COMPARISON			
Description	Unit of measure	Quantity	Cost (dollars)*
Item 1:			
Foreign steel, iron, or manufactured good	_____	_____	_____
Domestic steel, iron, or manufactured good	_____	_____	_____
Item 2:			
Foreign steel, iron, or manufactured good	_____	_____	_____
Domestic steel, iron, or manufactured good	_____	_____	_____
[List name, address, telephone number, email address, and contact for suppliers surveyed. Attach copy of response; if oral, attach summary.] [Include other applicable supporting information.] [*Include all delivery costs to the construction site.]			

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Wage Rate Requirements under Section 1606 of the American Recovery and Reinvestment Act.

The recipient agrees to the following wage rate requirements of Section 1606 of the of the Recovery and Reinvestment Act and in accordance with 2 CFR §176.190 when issuing announcements or requesting applications for Recovery Act programs or activities that may involve construction, alteration, maintenance, or repair, if applicable:

When issuing announcements or requesting applications for Recovery Act programs or activities that may involve construction, alteration, maintenance, or repair the agency shall use the award term described in the following paragraphs:

(a) Section 1606 of the Recovery Act requires that all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to the Recovery Act shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. Pursuant to Reorganization Plan No. 14 and the Copeland Act, 40 U.S.C. 3145, the Department of Labor has issued regulations at 29 CFR parts 1, 3, and 5 to implement the Davis-Bacon and related Acts. Regulations in 29 CFR 5.5 instruct agencies concerning application of the standard Davis-Bacon contract clauses set forth in that section. Federal agencies providing grants, cooperative agreements, and loans under the Recovery Act shall ensure that the standard Davis-Bacon contract clauses found in 29 CFR 5.5(a) are incorporated in any resultant covered contracts that are in excess of $2,000 for construction, alteration or repair (including painting and decorating).

(b) For additional guidance on the wage rate requirements of section 1606, contact your awarding agency. Recipients of grants, cooperative agreements and loans should direct their initial inquiries concerning the application of Davis-Bacon requirements to a particular federally assisted project to the Federal agency funding the project. The Secretary of Labor retains final coverage authority under Reorganization Plan Number 14.

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Recipient Responsibilities regarding tracking and documenting Expenditures under the American Recovery and Reinvestment Act of 2009.

The recipient agrees to the following tracking and documenting responsibilities required by Section 1606 of the Recovery and Reinvestment Act and in accordance with 2 CFR §176-210, if applicable:

(a) To maximize the transparency and accountability of funds authorized under the American Recovery and Reinvestment Act of 2009 (Pub. L. 111– 5) (Recovery Act) as required by Congress and in accordance with 2 CFR 215.21 ''Uniform Administrative Requirements for Grants and Agreements'' and OMB Circular A–102 Common Rules provisions, recipients agree to maintain records that identify adequately the source and application of Recovery Act funds. OMB Circular A–102 is available at *http://www.whitehouse.gov/omb/circulars/a102/a102.html*.

(b) For recipients covered by the Single Audit Act Amendments of 1996 and OMB Circular A– 133, ''Audits of States, Local Governments, and Non-Profit Organizations,'' recipients agree to separately identify the expenditures for Federal awards under the Recovery Act on the Schedule of Expenditures of Federal Awards (SEFA) and the Data Collection Form (SF–SAC) required by OMB Circular A–133. OMB Circular A–133 is available at *http://www.whitehouse.gov/omb/circulars/a133/a133.html*. This shall be accomplished by identifying expenditures for Federal awards made under the Recovery Act separately on the SEFA, and as separate rows under Item 9 of Part III on the SF–SAC by CFDA number, and inclusion of the prefix ''ARRA-'' in identifying the name of the Federal program on the SEFA and as the first characters in Item 9d of Part III on the SF–SAC.

(c) Recipients agree to separately identify to each subrecipient, and document at the time of subaward and at the time of disbursement of funds, the Federal award number, CFDA number, and amount of Recovery Act funds. When a recipient awards Recovery Act funds for an existing program, the information furnished to subrecipients shall distinguish the subawards of incremental Recovery Act funds from regular subawards under the existing program.

(d) Recipients agree to require their subrecipients to include on their SEFA information to specifically identify Recovery Act funding similar to the requirements for the recipient SEFA described above. This information is needed to allow the recipient to properly monitor subrecipient expenditure of ARRA funds as well as oversight by the Federal awarding agencies, Offices of Inspector General and the Government Accountability Office.

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Requirement to Comply with Provision of Section 902 of the American Recovery and Reinvestment Act of 2009

Section 902 of the ARRA requires that each contract awarded using ARRA funds must include a provision that provides the U.S. Comptroller General and his representatives with the authority to:

(1) Examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract; and

(2) Interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions.

Accordingly, the Comptroller General and his representatives shall have the authority and rights prescribed under Section 902 of the ARRA with respect to contracts funded with recovery funds made available under the ARRA. Section 902 further states that nothing in 902 shall be interpreted to limit or restrict in any way any existing authority of the Comptroller General.

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**Required Whistleblower Protection Under Section 1553 of the
American Recovery and Reinvestment Act of 2009.**

Section 1153 of Division A, Title XV of the American Recovery and Reinvestment Act of 2009, P.L. 111-5, provides protections for certain individuals who make specified disclosures relating to recovery Act funds. Any non-federal employer receiving recovery funds is required to post a notice of the rights and remedies provided under this section of the Act.

Required Provision Noting Authority of Inspector General in of Section 1515(a) of the American Recovery and Reinvestment Act of 2009

Section 1515(a) of the ARRA provides authority for any representatives of the United States Inspector General to examine any records or interview any employee or officers working on this contract. The contractor is advised that representatives of the Inspector General have the authority to examine any record and interview any employee or officer of the contractor, its subcontractors or other firms working on this contract. Section 1515(b) further provides that nothing in this section shall be interpreted to limit or restrict in any way any existing authority of an Inspector General.

Required Provision to Comply with NEPA and NHPA
Construction, Renovation, and Remodeling Projects Only

ARRA funded projects may be required to comply with the National Environmental Policy Act (NEPA), the National Historic Preservation Act (NHPA), and related statutes, including requirements for plans and projects to be reviewed and documented in accordance with those processes. If the ARRA program from which funds are to be expended requires such language, then NEPA and NHPA requirements may need to be included in contracts or sub-grants. Such language would be dependent on federal oversight agency guidance as well as from the following: http://nepa.gov/nepa/regs/CEQ_1609_NEPA_Guidance_03-12.pdf (NEPA only)

Requirement to Acknowledge Availability and Use of Funds

Contractors understand and acknowledge that any and all payment of funds or the continuation thereof is contingent upon funds provided solely by ARRA or required state matching funds. Pursuant to Section 1604 of the ARRA, contractors agree not to undertake or make progress toward any activity using recovery funds that will lead to the development of such activity as casinos or other gambling establishments, aquariums, zoos, golf courses, swimming pools or any other activity specifically prohibited by the Recovery Act.

Requirement Regarding Federal, State and Local Tax Obligations

By submission of a proposal, contractors and subcontractors assert and self-certify that all Federal, State and local tax obligations have been or will be satisfied prior to receiving recovery funds.

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Requirement to Comply with Anti-Discrimination and Equal Opportunity Statutes

Pursuant to Section 1.7 of the guidance memorandum issued by the United States Office of Management and Budget on April 3, 2009, ARRA Recovery funds must be distributed in accordance with all anti-discrimination and equal opportunity statutes, regulations, and Executive Orders pertaining to the expenditure of funds.

Requirement to Comply With All Other ARRA Requirements

The contractor will comply with any other requirements of ARRA, upon notification by this entity.

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Requirement to Comply with E-Verification Provision of Section 71-11-3 of the Mississippi Code of 1972, as amended

The respondent represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act (§71-11-3 of the Mississippi Code of 1972, as amended) and will register and participate in the status verification system for all newly hired employees. The term "employee" as used herein means any person that is hired to perform work within the State of Mississippi. As used herein, "status verification system" means the Illegal Immigration Reform and Immigration Responsibility Act of 1996 that is operated by the United States Department of Homeland Security, also known as the E-Verify Program, or any other successor electronic verification system replacing the E-Verify Program. Contractor agrees to maintain records of such compliance and, upon request of the State, to provide a copy of each such verification to the State. Contractor further represents and warrants that any person assigned to perform services hereunder meets the employment eligibility requirements of all immigration laws of the State of Mississippi. Contractor understands and agrees that any breach of these warranties may subject contractor to the following:

(a) termination of this Agreement and ineligibility for any State or public contract in Mississippi for up to three (3) years with notice of such cancellation/termination being made public;

(b) the loss of any license, permit, certification, or other document granted to contractor by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year or both.

(c)In the event of such termination/cancellation, contractor would also be liable for any additional costs incurred by the State due to contract cancellation or loss of license or permit.

ARRA EXHIBIT 2
OTHER ASSURANCES AND CERTIFICATIONS

- The District will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- The district will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable:
    - 34 CFR Part 74 --Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations
    - 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600
    - 34 CFR Part 77 -- Definitions that Apply to Department Regulations
    - 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions
    - 34 CFR Part 81 – General Education Provisions Act—Enforcement
    - 34 CFR Part 82 -- New Restrictions on Lobbying
    - 34 CFR Part 85 – Government-wide Debarment and Suspension (Nonprocurement)

SCHOOLS SERVED WITH FOR FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID#	SCHOOL NCES ID	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Clarksdale School District	2801050	280105000119	X				X
Claiborne County School District	2801020	280102000116		X			X
Hazelhurst School District	2801830	280183000315			X		
Hazelhurst School District	2801830	280183000316	X				X
Indianola School District	2802070	280207000352	X				
Jackson Public School District	2802190	280219000423	X				
Leflore County School District	2802580	280258000503		X			
North Panola School District	2803210	280321000630		X			

LEA NAME	Intervention
Clarksdale School District	Transformation
Claiborne County School District	Transformation
Hazelhurst School District	Transformation
Hazelhurst School District	Transformation
Indianola School District	Transformation
Jackson Public School District	Transformation
Leflore County School District	Transformation
North Panola School District	Transformation

		SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS						
LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Covington County	2801290	Carver Middle School	280129000178	X				X
Indianola	2802070	Carver Upper Elementary	280207000350	X				X
Hollandale	2801890	Chambers Middle School	280189000332	X				X
Drew	2801350	Drew Hunter High School	280135000201	X				
Coahoma County	2801110	Friars Point Elementary School	280111000141	X				X
Meridian	2802910	George W Carver Middle	280291000559	X				X
North Panola	2803210	Greenhill Elementary School	280321000629	X				X
Greenville	2801620	Greenville-Weston High School	280162000244	X				
Clarksdale	2801050	J W Stamply Elementary School	280105000126	X				X
Jefferson County	2802220	Jefferson County Elementary School	280222000426	X				X
Jefferson County	2802220	Jefferson County Jr. High School	280222001292	X				
Kemper County	2802310	Kemper County High School	280231001116	X				
McComb	2802880	Kennedy Elementary	280288001061	X				X
Holmes County	2801980	Lexington Elementary School	280198000896	X				X
Coahoma County	2801110	Lyon Elementary School	280111000143	X				
Yazoo City	2804770	McCoy Elementary	280477001260	X				X
Shaw	2800780	McEvans School	280078000086	X				X
West Tallahatchie	2804650	R H Bearden Elementary	280465000872	X				X
Sunflower County	2804200	Ruleville Middle School	280420000897	X				
Hollandale	2801890	Sanders Elementary	280189000333	X				X
Leake County	2802520	South Leake Elementary School	280252001120	X				X
Greenville	2801620	Stern Elementary School	280162000249	X				X
West Bolivar	2800660	West Bolivar District Middle	280066000065	X				X
Kemper County	2802310	West Kemper Elementary School	280231000455	X				X
Jackson Public	2802190	Whitten Middle School	280219000421	X				X
Holmes County	2801980	Williams Sullivan Elementary School	280198001341	X				X
Aberdeen	2800360	Aberdeen High School	280036000009		X			
Leflore County	2802580	Amanda Elzy High School	280252001123		X			
Jackson Public	2802190	Bailey Magnet School	280219001053		X			
North Bolivar	2800720	Broad Street High School	280072000072		X			X
Canton	2800900	Canton Public High School	280090000101		X			
East Tallahatchie	2801410	Charleston High School	280141000207		X			
Clarksdale	2801050	Clarksdale High School	280105000118		X			
Coahoma County	2801110	Coahoma County Jr/Sr High School	280111000139		X			
Tate County	2804230	Coldwater Attendance Center	280423000000		X			X
Columbus	2801200	Columbus High School	280120000154		X			
Walthall County	2804440	Dexter Attendance Center	280444000833		X			
Oktibbeha County	2803420	East Oktibbeha County High School	280342000659		X			X
Forest City	2801470	Forest High School	280147000213		X			X

District	Code	School	School ID					
Jackson Public	2802190	Lanier High School	280219000396		X			X
Laurel	2802460	Laurel High School	280246000479		X			
Quitman County	2803810	M S Palmer High School	280381000730		X			X
Meridian	2802910	Meridian High School	280291000567		X			
Covington County	2801290	Mt. Olive Attendance Center	280129000181		X			
Natchez-Adams	2803030	Natchez High School	280303000608		X			X
Newton City	2803180	Newton High School	280318000626		X			X
Okolona	2803390	Okolona High School	280339000654		X			X
Perry County	2803570	Perry Central High School	280357001071		X			X
Jackson Public	2802190	Provine High School	280219000409		X			
Hinds County	2801860	Raymond High School	280186000328		X			X
Western Line	2804680	Riverside High School	280468000976		X			
Sunflower County	2804200	Ruleville Central High School	280420001211		X			
Hollandale	2801890	Simmons High School	280189001037		X			X
South Delta	2803960	South Delta High School	280396000753		X			X
Leake County	2802520	South Leake High School	280252000490		X			
South Pike	2804080	South Pike Sr. High School	280408000773		X			
Leake County	2802520	Thomastown Attendance Center	280252000491		X			X
Vicksburg-Warren	2804470	Vicksburg High School	280447000830		X			
Lowndes County	2802730	West Lowndes High School	280264000531		X			X
Oktibbeha County	2803420	West Oktibbeha County High School	280342000658		X			X
West Tallahatchie	2804650	West Tallahatchie High School	280465000873		X			X
Holmes County	2801980	Williams-Sullivan High School	280198000339		X			
Yazoo City	2804770	Yazoo City High School	280477000888		X			
Hattiesburg	2801800	9th Grade Academy - HHS	280180000309			X		
Drew	2801350	A W James Elementary School	280135000199			X		
Brookhaven	2800840	Alexander Jr. High School	280084000090			X		
Leflore County	2802580	Amanda Elzy Elementary School	280252000499			X		X
Amite County	2800420	Amite County High School	280042000027			X		
Benton County	2800600	Ashland High School	280060000049			X		
Yazoo City	2804770	B E Woolfolk Middle School	280477000887			X		
Noxubee County	2803300	B F Liddell Middle School	280330000643			X		
South Panola	2804050	Batesville Jr. High School	280405000764			X		
South Panola	2804050	Batesville Middle School	280405001250			X		
West Jasper	2804590	Bay Springs Middle School	280459000899			X		X
Cleveland	2800750	Bell Elementary School	280075000075			X		X
Aberdeen	2800360	Belle Elementary School	280036000015			X		X
Jackson Public	2802190	Blackburn Middle School	280219000372			X		
Clarksdale	2801050	Booker T Washington International Studies School	280105000128			X		X
Greenville	2802190	Boyd Elementary School	280219000373			X		X
Marshall County	2802850	Byhalia Elementary School	280285000550			X		X
Marshall County	2802850	Byhalia High School	280285000548			X		
Marshall County	2802850	Byhalia Middle School	280285001291			X		

District	Code	School	ID					
Hinds County	2801860	Byram Middle School	280186000321			X		X
Leake County	2802520	Carthage Elementary School	280252001118			X		
Leake County	2802520	Carthage High School	280252000487			X		
East Tallahatchie	2801410	Charleston Middle School	280141000208			X		
Jackson Public	2802190	Chastain Middle School	280219000380			X		
Coahoma AHS	2801100	Coahoma Agricultural High School	280110000137			X		
Covington County	2801290	Collins Elementary School	280129000176			X		X
Covington County	2801290	Collins High School	280129000177			X		
North Panola	2803210	Como Elementary School	280321000627			X		X
North Panola	2803210	Crenshaw Elementary School	280321000633			X		
Meridian	2802910	Crestwood Elementary School	280291000560			X		X
Copiah County	2801220	Crystal Springs High School	280122000168			X		
Copiah County	2801220	Crystal Springs Middle School	280122000167			X		
Cleveland	2800750	D M Smith Elementary School	280075000080			X		X
Vicksburg-Warren	2804470	Dana Road Elementary School	280447000993			X		X
Greenwood	2801650	Davis Elementary School	280165000255			X		X
Forrest County	2801490	Dixie Attendance Center	280149000216			X		X
Forrest County	2801490	Earl Travillion Attendance Center	280149000221			X		X
Leflore County	2802580	East Elementary School	280252000501			X		
Madison County	2802790	East Flora Elementary School	280279001006			X		X
Jones County	2802280	East Jones Elementary School	280228000985			X		
Kemper County	2802310	East Kemper Attendance Center	280231000452			X		X
Marion County	2802820	East Marion Elementary School	280282001243			X		X
Marion County	2802820	East Marion High School	280282000545			X		
Marion County	2802820	East Marion Primary School	280282001243			X		X
Oktibbeha County	2803420	East Oktibbeha County Elementary School	280342000656			X		X
Union County	2804350	East Union Attendance Center	280435000821			X		
Lincoln County	2802640	Enterprise School	280264000513			X		
Webster County	2804560	Eupora Elementary School	280456000853			X		
Wilkinson	2804710	Finch Elementary School	280471000877			X		X
Forrest County AHS	2801510	Forrest County Agricultural High School	280151000222			X		
Franklin County	2801530	Franklin Jr. High School	280153001111			X		X
Franklin County	2801530	Franklin Upper Elementary School	280153001110			X		X
Jackson Public	2802190	Galloway Elementary School	280219000386			X		X
Pascagoula	2803480	Gautier Middle School	280348000675			X		
George County	2801560	George County Middle School	280156000840			X		X
Greenwood	2801650	Greenwood Middle School	280165001005			X		X
Gulfport	2801710	Gulfport High School	280171000276			X		X
Lee County	2802550	Guntown Middle School	280252000492			X		X
Marshall County	2802850	H W Byers Elementary	280285001268			X		
Hancock County	2801740	Hancock County High School	280174001153			X		X
Jackson Public	2802190	Hardy Middle School	280219000389			X		
Hattiesburg	2801800	Hattiesburg High School	280180000310			X		

District	Code	School Name	School ID					
Hattiesburg	2801800	Hawkins Elementary School	280180001570			X		
Forest City	2801470	Hawkins Middle School	280147000214			X		
Clarksdale	2801050	Heidelberg School	280105000121			X		X
Holly Springs	2801950	Holly Springs Intermediate School	280195000336			X		
Holly Springs	2801950	Holly Springs Primary	280195000337			X		
Covington County	2801290	Hopewell Elementary School	280129000180			X		X
Jackson Public	2802190	Hopkins Elementary School	280219000392			X		X
Houston Separate	2802010	Houston High School	280201000345			X		
Houston Separate	2802010	Houston Middle School	280201000040			X		
Houston Separate	2802010	Houston Upper Elementary School	280201000346			X		X
Humphreys County	2802040	Humphreys Jr. High School	280204001572			X		X
Columbus	2801200	Hunt Intermediate School	280120000161			X		
Mound Bayou	2800810	I T Montgomery Elementary School	280081000089			X		X
Tate County	2804230	Independence Middle School	280423001294			X		X
Jackson Public	2802190	Isable Elementary School	280219000391			X		X
Itawamba County	2802100	Itawamba Attendance Center	280210000358			X		X
Holmes County	2801980	J J McClain Middle School	280198001324			X		X
Carroll County	2800930	J Z George High School	280093000104			X		
Pascagoula	2803480	Jackson Elementary School	280348000676			X		X
Jefferson County	2802220	Jefferson Upper Elementary School	280222000209			X		
Jackson Public	2802190	Johnson Elementary School	280219000393			X		X
Clarksdale	2801050	Kirkpatrick School	280105000122			X		X
Kosciusko	2802340	Kosciusko Sr. High School	280234000460			X		X
Alcorn County	2800390	Kossuth High School	280039000020			X		X
Lafayette County	2802370	Lafayette County Middle School	280237000967			X		X
Laurel	2802460	Laurel Middle School	280246000473			X		X
Jackson Public	2802190	Lee Elementary School	280219000397			X		X
Columbus	2801200	Lee Middle School	280122000162			X		X
Leland	2802610	Leland School Park	280261001175			X		X
Indianola	2802070	Lockard Elementary	280207000354			X		
Attala County	2800510	Long Creek Attendance Center	280051000038			X		X
Lumberton	2802760	Lumberton High School	280276000535			X		
Simpson County	2803990	Magee Elementary School	280399001084			X		X
Moss Point	2803000	Magnolia Jr. High School	280300000592			X		
Meridian	2802910	Magnolia Middle School	280291000564			X		
Jackson Public	2800930	Marshall Elementary School	280093000105			X		X
McComb	2802880	McComb High School	280288000556			X		
Poplarville	2803720	Middle School of Poplarville	280372000992			X		
Holmes County	2801980	Mileston Elementary School	280198000342			X		X
Smith County	2804020	Mize Attendance Center	280402000758			X		
Natchez-Adams	2803030	Morgantown Elementary School	280303000602			X		
Moss Point	2803000	Moss Point High School	280300000587			X		X
Jackson Public	2802190	Murrah High School	280219000403			X		X

Hattiesburg	2801800	N R Burger Middle School	280180000980			X	
Cleveland	2800750	Nailor Elementary School	280075000083			X	X
Lauderdale County	2802430	NE Lauderdale High School	280243000469			X	X
Neshoba County	2803060	Neshoba Central Elementary School	280306000611			X	
Neshoba County	2803060	Neshoba Central Middle School	280306000990			X	
Nettleton	2803090	Nettleton High School	280309000613			X	X
Nettleton	2803090	Nettleton Middle School	280309001160			X	
Nettleton	2803090	Nettleton Primary School	280309000614			X	X
Lowndes County	2802730	New Hope High School	280273001127			X	
Canton	2800900	Nichols Middle School	280090000103			X	
Jackson Public	2802190	North Jackson Elementary School	280219001054			X	X
North Panola	2803210	North Panola Jr. High School	280321001339			X	X
North Pike	2803240	North Pike Middle School	280324000635			X	
Meridian	2802910	Northwest Jr. High School	280291000569			X	X
Jackson Public	2802190	Northwest Middle School	280219001155			X	
Noxubee County	2803300	Noxubee County High School	280330000642			X	
Western Line	2804680	O'Bannon Elementary School	280468000875			X	X
Western Line	2804680	O'Bannon High School	280468000975			X	
Laurel	2803360	Oak Park Elementary School	280336000647			X	X
Meridian	2802910	Oakland Heights Elementary School	280291000570			X	X
Okolona	2803390	Okolona Elementary School	280339000653			X	X
McComb	2802880	Otken Elementary	280288000555			X	
Oxford	2803450	Oxford Middle School	280345000664			X	
Pascagoula	2803480	Pascagoula High School	280348000678			X	
Jackson Public	2802190	Peeples Middle School	280219000405			X	
Picayune	2803630	Picayune Jr. High School	280363000697			X	
Picayune	2803630	Picayune Memorial High School	280363000695			X	X
Jackson Public	2802190	Powell Middle School	280219000407			X	
Aberdeen	2800360	Prairie Elementary School	280036000013			X	X
Quitman County	2803810	Quitman County Elementary School	280381000732			X	
Quitman	2803780	Quitman High School	280378000725			X	X
Forrest County	2801490	Rawls Springs Attendance Center	280149000219			X	X
Rankin County	2803830	Richland High School	280383000743			X	X
Indianola	2802070	Robert L Merritt Middle School	280207000351			X	X
Natchez-Adams	2803030	Robert Lewis Middle School	280303000604			X	
Sunflower County	2804200	Ruleville Central Elementary School	280420000926			X	X
Holmes County	2801980	S V Marshall Elementary School	280198000343			X	X
Covington County	2801290	Seminary High School	280129000182			X	
Covington County	2801290	Seminary Middle School	280129001337			X	
Jackson Public	2802190	Siwell Middle School	280219000412			X	
Greenville	2801620	Solomon Middle School	280162000248			X	X
Pontotoc County	2803660	South Pontotoc High School	280366000703			X	X
Jackson Public	2802190	Spann Elementary School	280219000414			X	X

District	Code	School	ID					
Laurel	2802460	Stainton Elementary School	280246000478			X		X
Stone County	2804170	Stone High School	280417000790			X		X
Stone County	2804170	Stone Middle School	280417000791			X		X
Meridian	2802910	T J Harris Elementary School	280291000917			X		X
Greenwood	2801650	Threadgill Elementary School	280165000259			X		
Tunica County	2804290	Tunica Middle School	280429000809			X		X
Walthall County	2804440	Tylertown Lower Elementary School	280444000835			X		X
Walthall County	2804440	Tylertown Upper Elementary School	280444001272			X		
Hinds County	2801860	Utica Elementary/Middle School	280186000326			X		
Lee County	2802550	Verona Elementary School	280252000498			X		X
Vicksburg-Warren	2804470	Vicksburg Intermediate School	280447000994			X		
Vicksburg-Warren	2804470	Vicksburg Jr. High School	280447000831			X		X
Greenwood	2801650	W C Williams Elementary School	280165000260			X		X
Vicksburg-Warren	2804470	Warren Central High School	280447000842			X		X
Vicksburg-Warren	2804470	Warren Central Intermediate School	280447000996			X		X
Yazoo City	2804770	Webster Street Elementary	280477000886			X		
Meridian	2802910	West Hills Elementary School	280291000575			X		X
Lowndes County	2802730	West Lowndes Middle School	280273001176			X		
Marion County	2802820	West Marion Elementary School	280282001246			X		X
Marion County	2802820	West Marion High School	280282001247			X		
Marion County	2802820	West Marion Primary School	280282001060			X		
West Point	2804620	West Point High School	280462000865			X		
Jackson Public	2802190	Wilkins Elementary School	280219000422			X		X
Wilkinson County	2804710	Wilkinson County High School	280471000879			X		
Hattiesburg	2801800	Woodley Elementary School	280180000314			X		

FY2010 SCHOOL IMPROVEMENT GRANT

LEA APPLICATION RUBRIC
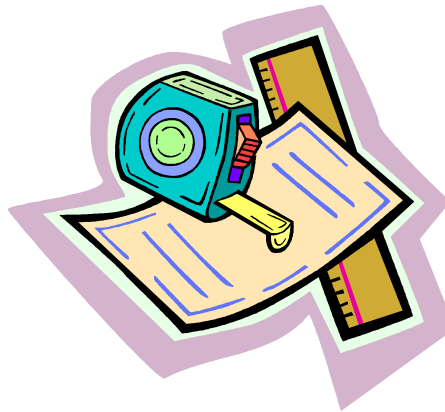
A Planning Tool for LEAs

LEA Application Rubric Instructions

This rubric is composed of three parts: the LEA Plan Overview, the School Proposal, and the Budget. Points for each item in the three parts are calculated by multiplying the item's *weight by the rating* of the school's response. Weights for the items on each rubric were determined as follows: 1 for basic information, 2 for state requirements, 3 for federal requirements. The ratings are worth the following: 0 for "does not meet standard," 1 for "partially meets standard," 2 for "meets standard," and 3 for "exceeds standards." Therefore, a response to an item with a weight of 3 and a rating of "meets standard" is given 6 points. LEAs must earn 75% of the points available in *each* of the three parts (regardless of intervention model type) in order to advance to the interview round.

Summary of Scores for

Selected Model	LEA Plan Overview		School Proposal		Budget		Qualifying?			
Turnaround	48	Points available	221	Points available	28	Points available	LEA Plan Overview	School Proposal	Budget	Qualifies?
	36	75% of points available	165	75% of points available	21	75% of points available				
		Points earned		Points earned		Points earned	Select	Select	Select	**Select**
Transformation	48	Points available	239	Points available	28	Points available	LEA Plan Overview	School Proposal	Budget	Qualifies?
	36	75% of points available	179	75% of points available	21	75% of points available				
		Points earned		Points earned		Points earned	Select	Select	Select	**Select**
Closure	48	Points available	58	Points available	28	Points available	LEA Plan Overview	School Proposal	Budget	Qualifies?
	36	75% of points available	43	75% of points available	21	75% of points available				
		Points earned		Points earned		Points earned	Select	Select	Select	**Select**

LEA Plan Overview

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
A. Descriptive Information about the Eligible Schools	*Not applicable.*	☐ Form is complete.	*Not applicable.*	*Form is missing any of the following*: ☐ Name, ☐ Tier Designation, ☐ Accountability Label, ☐Selected Intervention, ☐ NCES Code, or ☐ MSIS Code.	1	*Does not meet standard* = 0 *Meets standard* = 2
B. Lack of Capacity to Serve Tier I Schools (IF APPLICABLE) *Although LEAs cannot earn points for this item, any confusion on the part of reviewers must be addressed by LEAs in the interview round, if any of the LEA's school proposals advance.*	*Not applicable.*	*Proposal meets **all of the following**:* ☐ LEA clearly describes why it lacks the capacity to serve all eligible Tier I schools. ☐ This explanation is supported by facts the LEA provides in Part II, B. District Capacity for Selected Interventions and/or other evidence (student achievement data, financial data, or data about recruitment challenges).	*Proposal meets **all of the following**:* ☐ LEA describes why it lacks the capacity to serve all eligible Tier I schools **BUT** this explanation is not clearly supported by the facts the LEA provides in Part II, B., and the LEA does not provide further evidence.	*Proposal meets **any of the following**:* ☐ LEA's explanation for why it lacks the capacity to serve all eligible Tier I schools is vague or confusing. ☐ LEA does not explain why it will not serve all Tier I schools.	0	*No points awarded during initial review.*

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
C. Consultation with Stakeholders	*Proposal meets **all of the following**:* ☐ Agenda, minutes, and sign-in forms are completed and attached. ☐ The description of the consultation with stakeholders is clear. ☐ School provided multiple opportunities for meaningful stakeholder consultation.	*Proposal meets **all of the following**:* ☐ Agenda, minutes, and sign-in forms are completed and attached. ☐ The description of the consultation with stakeholders is clear.	*Proposal meets **at least one of the following**:* ☐ Agenda, minutes, and sign-in forms are completed and attached ***BUT*** the description of the consultation is vague.	*Proposal meets **any of the following**:* ☐ Agenda is not attached. ☐ Minutes are not attached. ☐ Sign-in form is not completed or not attached. ☐ Description of the consultation is not provided.	3	*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*
D. Disclosure of External Party Application Assistance (IF APPLICABLE) *Although LEAs cannot earn points for this item, any confusion on the part of reviewers must be addressed by LEAs in the interview round, if any of the LEA's school proposals advance.*	*Not applicable.*	*Proposal meets **at least one of the following**:* ☐ Form is clear and complete. ***OR*** ☐ The LEA certified that no external parties assisted in the preparation of the application.	*Proposal meets **at least one of the following**:* ☐ External parties are listed, ***BUT*** the parties' roles are not clearly described.	*Proposal meets **any of the following**:* ☐ LEA did not certify whether external parties assisted in the application ***AND*** no further information is provided.	0	*No points awarded during initial review.*

II. District Leadership

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
A. District Governance 1. Policy Analysis and Timeline	*Not applicable.*	*Proposal meets **all of the following**:* ☐ Evidence provided that the LEA conducted a thorough policy analysis. ☐ For each policy addressed, the LEA clearly describes how the policy presents a barrier to reform and how the policy will be changed to eliminate the barrier. ☐ For each policy addressed, the LEA provides a reasonable timeline for when the work of changing the policy will be completed.	*Proposal meets **at least one of the following**:* ☐ Most of the information in the chart is clear **BUT** <u>some</u> of the LEA's explanations of how policies present a barrier are unclear. ☐ Most of the information in the chart is clear **BUT** <u>some</u> of the LEA's explanations of how policies will be changed are unclear. ☐ Some policies have target completion dates that are not reasonable.	*Proposal meets **any of the following**:* ☐ No evidence provided that the LEA conducted a policy analysis. ☐ Most of the information provided on policy barriers or changes is vague or confusing. ☐ The LEA fails to provide completion dates for changing one or more policies.	2	*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4*
2. School Board Approval	*Not applicable.*	☐ Clear evidence of Board approval is provided.	*Not applicable.*	*Proposal meets **any of the following**:* ☐ No evidence of Board approval provided. ☐ Evidence of Board approval is ambiguous.	3	*Does not meet standard = 0* *Meets standard = 6*

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
3. Lead Partner Contracting Process	*Proposal meets **all of the following***: ☐ The LEA's plan satisfies all of the items in the "meets standards" column.	*Proposal meets **all of the following***: ☐ The LEA describes a clear process for recruiting Lead Partners. ☐ The LEA will use MDE's model Request for Proposals (RFP). ***OR*** ☐ The LEA's RFP is clear, high-quality, and encourages competition.	*Proposal meets **all of the following***: ☐ The LEA has a process for recruiting Lead Partners ***BUT*** this process is unclear. ☐ The LEA's RFP is clear but lacks important sections, such as a scope and timeline of work; budget information; standard terms and conditions; proposal due date and format; required information; assurances; reporting requirements; and evaluation factors.	*Proposal meets **any of the following***: ☐ The LEA does not have a process for recruiting Lead Partners. ☐ The LEA does not intend to use MDE's RFP but does not provide its own. ***OR*** ☐ The LEA's RFP is vague or confusing.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9
	☐ The LEA provides clear, high-quality interview protocols or evaluation rubrics for screening, evaluating, and selecting Lead Partners.	☐ The LEA's process for screening, evaluating, and selecting Lead Partners is clear and includes responsible parties and timelines.	☐ The LEA's process for screening, evaluating, and selecting Lead Partners is clear ***BUT*** lacks persons responsible or timelines.	☐ The LEA's process for screening, evaluating, and selecting Lead Partners is vague, confusing, or absent.		

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
		☐ The LEA will use MDE's model Memorandum of Understanding (MOU). **OR** ☐ The LEA's model (MOU) is clear and high-quality.	☐ The LEA's MOU is clear but lacks important sections including, but not limited to, scope of work, responsibilities of parties, evaluation metrics and process, and funding information.	☐ The LEA does not intend to use MDE's MOU but does not provide its own. **OR** ☐ The LEA's MOU is vague or confusing.		
B. District Capacity for Selected Interventions	*Proposal meets **all of the following***: ☐ The LEA provides compelling evidence that it has improved student outcomes with numerous, substantial grants. ☐ Executive district leadership will be deeply engaged in the improvement process as evidenced by delegated responsibilities for various aspects of the SIG process.	*Proposal meets **all of the following***: ☐ The LEA provides evidence that it has improved student outcomes with previous grants. ☐ Executive district leadership will be engaged in the improvement process.	*Proposal meets **at least one of the following***: ☐ The LEA provides weak evidence that it has improved student outcomes with previous grants. ☐ Executive district leadership will be engaged in the improvement process but the engagement will be limited or unclear.	*Proposal meets **any of the following***: ☐ The LEA provides no evidence that it has improved student outcomes with previous grants. ☐ Executive district leadership will not be engaged in the improvement process.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
	☐ The LEA has a clear plan for internally monitoring implementation at the school-level. ☐ The LEA presents evidence of an unqualified audit.	☐ The LEA has a clear plan for internally monitoring implementation at the school-level. ☐ The LEA presents quantitative evidence that personnel involved with the grant at the school- or district-level have a track record of success in raising achievement. ☐ Neither the LEA nor one or more of its served schools has been rated as failing for two consecutive years. *OR* The LEA is under state conservatorship. ☐ The LEA presents evidence of an unqualified audit.	☐ The LEA's plan for internally monitoring implementation at the school-level is unclear. ☐ The LEA presents evidence that personnel involved with the grant have a track record of success in raising achievement. ☐ The LEA or one or more of its served schools has been rated as failing for two consecutive years. *AND* The LEA is <u>not</u> under state conservatorship. ☐ The LEA has some financial accountability issues that must be addressed by the LEA in the interview round, if the proposal advances.	☐ The LEA presents no plan for internally monitoring implementation at the school-level. ☐ The LEA presents no evidence that personnel involved with the grant have a track record of success in raising achievement. ☐ The LEA failed to provide its most recent Schedule of Findings and Questioned Costs. ☐ The LEA has serious financial issues.		

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
C. Sustainability	*Proposal meets **all of the following***: ☐ The LEA makes a particularly compelling case for how it will sustain reforms <u>from the district-level</u> through support for quality implementation, human capital development, and on-going community engagement.	*Proposal meets **all of the following***: ☐ The LEA makes a clear case for how it will sustain reforms <u>from the district-level</u> through support for quality implementation, human capital development, and on-going community engagement.	*Proposal meets **at least one of the following***: ☐ The LEA's case for sustaining the reforms is mostly clear, ***BUT*** it lacks a description of how the LEA, <u>from the district-level,</u> will support one of the following: quality implementation, human capital development, or on-going community engagement.	*Proposal meets **any of the following***: ☐ The LEA's response is vague or confusing. ☐ The LEA does not describe how it will sustain reforms from the district-level.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9
TOTAL POINTS:	***All Intervention Models=48 points available; 36 points is 75%of points available***					

School Proposal

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
A. Descriptive Information about the Eligible School (ALL)	*Not applicable.*	☐ Form is complete.	*Not applicable.*	Form *is missing any of the following*: ☐ Name, ☐ Tier Designation, ☐ Accountability Label, ☐ Selected Intervention, ☐ NCES Code, or ☐ MSIS Code.	1	*Does not meet standard* = 0 *Meets standard* = 2
1. Newly Consolidated School(s) Information (CLOSURE ONLY)	*Not applicable.*	☐ Form is complete.	*Not applicable.*	Form *is missing any of the following*: ☐ Name, ☐ Accountability Label, ☐ Grades Served, ☐ Enrollment, ☐ NCES Code, or ☐ MSIS Code.	1	*Does not meet standard* = 0 *Meets standard* = 2
B. Alignment with the Needs Assessment (ALL) 1. Comprehensive Needs Assessment (Toolkit)	Proposal meets **all of the following**: ☐ Provides a clear, in-depth discussion of the school's needs in each area. ☐ Provides both quantitative and qualitative evidence in each area; evidence is disaggregated.	Proposal meets **all of the following**: ☐ Clearly describes the school's needs in each area. ☐ Provides qualitative or quantitative evidence of need in each area.	Proposal meets **at least one of the following:** ☐ Description of needs in any area is unclear. ☐ Qualitative or quantitative evidence provided is inadequate to support identified needs.	Proposal meets **any of the following**: ☐ Description of needs is missing for one or more areas. ☐ Neither qualitative nor quantitative evidence is provided for one or more areas.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
	☐ Completed Performance Framework sets reasonable but ambitious goals for the school.	☐ Performance Framework is complete; adequate goals set.	☐ Performance Framework is partially incomplete and/or goals are inadequate.	☐ Performance Framework is not attached.		
2. Intervention Model Selection (Toolkit)	Proposal meets *all of the following*: ☐ Completed tool explains in detail how the choice of the intervention model is aligned with school needs.	Proposal meets *all of the following*: ☐ Completed tool supports choice of intervention model as aligned with school needs.	Proposal meets *at least one of the following*: ☐ Completed tool does not fully support choice of intervention.	Proposal meets *any of the following*: ☐ Tool is incomplete or missing.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9
C. Alignment with Intervention Requirements (==*TURNAROUND/ TRANSFORMATION ONLY*==)	Proposal meets *all of the following*: ☐ The summary chart provides a succinct but detailed discussion of how each intervention requirement for the chosen model will be met. ☐ Page references provide clear evidence that the proposal will exceed the intervention requirements of the chosen model.	Proposal meets *all of the following*: ☐ The summary chart adequately addresses how each intervention requirement will be met. ☐ Page references provide evidence that the proposal will meet all of the intervention requirements.	Proposal meets *at least one of the following*: ☐ The summary chart references fulfillment of each intervention requirement, but the chart does not address how all of the requirements will be met. ☐ Page references provide some evidence of the proposal's alignment with all intervention requirements, but evidence is unclear or weak for one or more requirement.	Proposal meets *any of the following*: ☐ The summary chart neither references nor addresses one or more of the intervention requirements for the chosen model. ☐ Page references do not provide evidence of proposal's alignment with the intervention requirements. ☐ Page references directly contradict any requirement.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
D. Implementation Milestones (*ALL*)	Proposal *meets all of the following*: ☐ Milestones are clear, actionable, and comprehensive. ☐ Milestones assigned to specific individuals (by name and/or position). ☐ Milestones have a clear timeline and evaluation process that allows for continuous monitoring of milestones.	Proposal *meets all of the following*: ☐ Milestones are clear and actionable. ☐ Milestones assigned to specific individuals (by name and/or position). ☐ Milestones have a clear timeline and identified evaluation metric.	Proposal *meets at least one of the following*: ☐ Some milestones are unclear or not actionable. ☐ Some milestones are not assigned to specific individuals. ☐ Some milestones lack a clear timeline or identified evaluation metric.	Proposal *meets any of the following*: ☐ Too few milestones are listed to evaluate implementation. ☐ No milestones are provided. ☐ No responsible individuals are given. ☐ No timeline is given. ☐ No identified evaluation metrics are given.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6
NOTE: If an LEA spends money in the pre-implementation period, the LEA must meet the standard for pre-implementation plans. If not, the LEA must address this in the interview round if the application advances. 1. Pre-Implementation Plan	Proposal *meets all of the following*: ☐ Tasks are clear, allowable, actionable, and comprehensive. ☐ Tasks are assigned to specific individuals (by name and/or position). ☐ Tasks have a clear timeline.	Proposal *meets all of the following*: ☐ Tasks are clear, allowable, and actionable. ☐ Tasks are assigned to specific individuals (by name and/or position). ☐ Tasks have a clear timeline.	Proposal *meets at least one of the following*: ☐ Some tasks are unclear or not actionable. ☐ Some tasks are not assigned to specific individuals. ☐ Some tasks lack a clear timeline.	Proposal *meets any of the following*: ☐ One or more tasks are not allowable. ☐ Too few tasks are listed to evaluate the pre-implementation plan.	0	*No points awarded during initial review.*
SUB-TOTAL:	***Turnaround and Transformation = 35 points available***			***Closure = 28 points available***		

II. Teaching and Learning

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
A. Curriculum (*TURNAROUND/ TRANSFORMATION ONLY*) 1. Research-based	Proposal **meets all of the following**: ☐ The school uses the MS Curriculum Frameworks as the basis of the school's curriculum. ☐ Proposed materials are research-based and sufficient to support full implementation of the Frameworks in all subject areas/grades. ☐ The school has a clearly defined, regular process for determining the effectiveness of curricular materials. ☐ The school has a regular, clear, and high-quality process for determining whether materials are aligned with the MS Frameworks.	Proposal **meets all of the following**: ☐ The school uses the MS Curriculum Frameworks as the basis of the school's curriculum. ☐ Proposed materials are research-based and sufficient to support full implementation of the Frameworks in all subject areas/grades. ☐ The school has a defined process for determining the effectiveness of curricular materials. ☐ The school has a clear process for determining whether materials are aligned with the MS Frameworks.	Proposal **meets at least one of the following**: ☐ The school uses the MS Curriculum Frameworks as the basis of the school's curriculum, **BUT** ☐ Proposed materials are research-based but not sufficient to support full implementation of the Frameworks in some subject areas/grades. ☐ The school has a defined process for reviewing curricular materials regularly, but the process will not provide information about the effectiveness of the materials. ☐ The school has a process for determining whether materials are aligned with the MS Frameworks, but the process is not adequate.	Proposal **meets any of the following**: ☐ The school does not use the MS Curriculum Frameworks as the basis of the school's curriculum. ☐ Proposed materials are not research-based or are not sufficient to support full implementation of the Frameworks in most subject areas/grades. ☐ The school's process for reviewing curricular materials is vague or confusing. ☐ The school's process for determining whether materials are aligned with the MS Frameworks is vague or confusing.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
2. Vertical alignment	Proposal meets *all of the following*: ☐ The school has a regular, clear process for reviewing and revising pacing guides in all subject areas/grades. ☐ The school has provided a working link to, or other evidence of, the existence of pacing guides in <u>each</u> subject area/grade. ***OR*** ☐ The school has a clear, high-quality plan (including a timeline and persons responsible) for developing pacing guides. ☐ The school has a clear, high-quality plan for cross-grade planning.	Proposal meets *all of the following*: ☐ The school has a clear process for reviewing and revising pacing guides in all subject areas/grades. ☐ The school has provided a working link to, or other evidence of, the existence of pacing guides in <u>each</u> subject area/grade. ***OR*** ☐ The school has a clear plan (including a timeline and persons responsible) for developing pacing guides. ☐ The school has a clear plan for cross-grade planning.	Proposal meets *at least one of the following*: ☐ The school's process for reviewing and revising pacing guides in all subject areas/grades is unclear. ☐ The school has provided a working link to, or other evidence of, the existence of pacing guides in <u>some</u> subjects/ grades. ***BUT*** ☐ The school lacks clear plans, including a timeline and persons responsible, for developing pacing guides for the remaining subject areas/grades. ☐ The school's plan for cross-grade planning is unclear.	Proposal meets *any of the following*: ☐ The school has neither a regular nor clear process for reviewing and revising pacing guides in all subject areas/grades. ☐ The school has not provided a working link to, or other evidence of, the existence of pacing guides in <u>any</u> subject area/grade. ***AND*** ☐ The school lacks a clear plan, including a timeline and persons responsible, for developing pacing guides in each subject area/grade. ☐ The school has no plan for cross-grade planning.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
B. Instruction (*TURNAROUND/ TRANSFORMATION ONLY*) 1. Instructional improvements	Proposal meets *all of the following*: ☐ Proposed instructional improvement strategies are clear, innovative, and effective. ☐ Proposed instructional improvements are aligned to school needs as identified by the needs assessment. ☐ Proposed instructional improvements will cover all grades/subject areas.	Proposal meets *all of the following*: ☐ Proposed instructional improvement strategies are clear and effective. ☐ Proposed instructional improvements are aligned to school needs as identified by the needs assessment. ☐ Proposed instructional improvements will cover tested grades/subject areas.	Proposal meets *at least one of the following*: ☐ Proposed instructional improvement strategies are clear but ineffective. ☐ Some misalignment between proposed instructional improvements and needs assessment. ☐ Proposed instructional improvements will address some grades or subject areas.	Proposal meets *any of the following*: ☐ Current or proposed plans for instruction are vague or confusing. ☐ No alignment between proposed instructional improvements and needs assessment. ☐ Instructional are not addressed or do not indicate a change from current practice.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6
2. Three-Tier Instructional Intervention Model/ Intervention Process (IP)	Proposal meets *all of the following*: ☐ The school describes a rigorous, intensive three-tier process. ☐ Current and proposed academic and non-academic services create a school-wide system of support for all students.	Proposal meets *all of the following*: ☐ The school describes a clear three-tier process. ☐ Proposed academic and non-academic services enhance current services to create a system of support for struggling students.	Proposal meets *at least one of the following*: ☐ The school's three-tier process is unclear. ☐ Proposed academic or non-academic services are inadequate or only marginally improve current services.	Proposal meets *any of the following*: ☐ The school provides no evidence of a three-tier process. ☐ The school's current and/or proposed academic or non-academic services are vague or confusing.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
			☐ Current and proposed academic or non-academic services are limited to those provided by special education teachers or for selected grades.			
3. Special populations	Proposal meets *all of the following*: ☐ The school has clear, substantive plans for enhancing instruction for <u>all</u> special populations at the school.	Proposal meets *all of the following*: ☐ The school has clear, substantive plans for enhancing instruction for <u>AYP</u> special populations at the school.	Proposal meets *at least one of the following*: ☐ The school has clear plans for enhancing instruction for <u>some</u> AYP special populations.	Proposal meets *any of the following*: ☐ The school's plans for enhancing instruction for special populations are vague or confusing.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6
4. Increased time	Proposal meets *all of the following*: ☐ Proposal will increase annual instructional minutes by at least 300 hours. ☐ Increased time will be <u>mandatory</u> for all students. ☐ School schedules and school calendars clearly demonstrate instructional time is equal to the proposed increased time.	Proposal meets *all of the following*: ☐ Proposal will increase annual instructional minutes by at least 150 hours. ☐ Increased time will be <u>mandatory</u> for all students. ☐ School schedules and school calendars clearly demonstrate instructional time is equal to the proposed increased time.	Proposal meets *at least one of the following*: ☐ Proposal will increase annual instructional minutes by less than 150 hours. ☐ Increased time will be <u>open</u> to all students. ☐ School schedules and calendars do not align with proposed increased time.	Proposal meets *any of the following*: ☐ Proposal will not increase annual instructional minutes. ☐ Increased time will <u>not be open</u> to all students. ☐ School schedules and school calendars do not demonstrate increased instructional time.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
C. Assessments (*TURNAROUND/ TRANSFORMATION ONLY*) 1. Current assessments 2. Proposed assessments	Proposal meets *all of the following*: ☐ Current and proposed assessments cover all grades and subject areas. ☐ The school's assessment plan includes formative, interim, *AND* summative assessments for each subject area/ grade level. ☐ Proposed assessments will upgrade and/or streamline the assessment plan. ☐ New internal assessments will be high-quality and standardized within all grade-levels/ subject areas.	Proposal meets *all of the following*: ☐ Current and proposed assessments cover all tested grades and subject areas. ☐ The school's assessment plan includes formative, interim, *AND* summative assessments for tested subject areas/ grade levels. ☐ Proposed assessments will eliminate gaps in the current assessment plan. ☐ New internal assessments will be high-quality and standardized in tested grades/ subject areas.	Proposal meets *at least one of the following*: ☐ Current and proposed assessments cover some tested grades and subject areas. ☐ The school's assessment plan includes formative, interim, *AND* summative assessments for some tested subject areas/grade levels. ☐ Some proposed assessments are duplicative. ☐ New internal assessments will vary within grade-levels/ subject areas.	Proposal meets *any of the following*: ☐ The school's current and proposed assessments are vague or confusing. ☐ The school's assessment plan is missing formative, interim, *OR* summative assessments for tested subject areas/ grade levels. ☐ All proposed assessments are duplicative. ☐ Plans for new internal assessments are vague or confusing.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6
3. Data-driven decision-making	Proposal meets *all of the following*: ☐ Clear evidence is provided that instructional decisions are informed by data.	Proposal meets *all of the following*: ☐ Clear evidence is provided that instructional decisions are informed by data.	Proposal meets *at least one of the following*: ☐ Limited evidence is provided that instructional decisions are informed by data.	Proposal meets *any of the following*: ☐ No or vague evidence of data-driven decision-making is provided.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
	☐ Assessment plan will provide timely data (within 1-3 days) that can be analyzed by sub-groups, items, and classrooms. ☐ The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are clear and align with school schedules.	☐ Assessment plan will provide timely data (within 4-5 days) that can be analyzed by sub-groups, items, and classrooms. ☐ The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are clear.	☐ Assessment plan will provide timely data that can be analyzed by sub-groups, items, **OR** classrooms. ☐ The school's systems/policies/ procedures/ structures to support data analysis do not provide adequate time for analysis.	☐ Data provided will not be timely (greater than a week) nor will it permit disaggregated analysis. ☐ The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are vague, confusing, or missing.		
D. Instructional Leadership and Staff (==ALL==) 1. Current instructional staff 2. Proposed instructional staff	Proposal meets *all of the following*: ☐ The staff plan meets all items under the "meets standard" column. ☐ The proposed staff plan is innovative. ☐ The proposed staff plan reflects evidence-based school improvement strategies.	Proposal meets *all of the following*: ☐ The proposed staff plan will support full implementation of the school proposal. ☐ All staff positions are clearly described. ☐ The proposed staff plan is aligned with the needs assessment. ☐ All SIG-funded positions will meet EDGAR cost principles.	Proposal meets *at least one of the following*: ☐ Some positions or personnel are unnecessary to fully implement the proposal. ☐ Some staff positions are not clearly described. ☐ Staff plan is not aligned with the needs assessment.	Proposal meets *any of the following*: ☐ The staff plan will not support full implementation of the school proposal. ☐ The staff plan is vague or confusing. ☐ Staff plan is not aligned to the needs assessment. ☐ Any SIG-funded position does not meet EDGAR cost principles.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
3. Consolidated staff (<mark>CLOSURE ONLY</mark>)	Proposal meets *all of the following*: ☐ Staff consolidation plan is clear. ☐ Consolidation plan eliminates <u>all</u> duplicative or unnecessary positions or personnel. ☐Plan describes how the district will handle excess staff (release v. transfer). ☐ Plan describes how the district will use teacher effectiveness (as measured by student data) to determine which personnel to release or transfer.	Proposal meets *all of the following*: ☐ Staff consolidation plan is clear. ☐ Consolidation plan eliminates <u>all</u> duplicative or unnecessary positions or personnel. ☐Plan describes how the district will handle excess staff (release v. transfer).	Proposal meets *at least one of the following*: ☐ Staff consolidation plan may need some clarification. ☐ Consolidation plan eliminates <u>some but not all</u> duplicative or unnecessary positions or personnel. ☐ Plan's description of how the district will handle excess staff is unclear.	Proposal meets *any of the following*: ☐ The school's staff consolidation plan is vague or confusing. ☐ The staff plan adds or does not eliminate any unnecessary positions or personnel. ☐ Plan does not describe how the district will handle excess staff.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6
SUB-TOTAL:	*Turnaround and Transformation = 66 points available*			*Closure = 12 points available*		

III.   Operation and Support Systems

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
A. Allocation of Financial Resources (<mark>ALL</mark>)	Proposal meets *all of the following*: *Not applicable.*	Proposal meets *all of the following*: ☐ All additional sources of revenue will support/align with the SIG proposal and the school's needs.	Proposal meets *at least one of the following*: ☐ Some sources of additional revenue will support/align with the SIG proposal and the school's needs.	Proposal meets *any of the following*: ☐ Use of additional revenue clearly does not align with the school proposal or the school's needs. ☐ Explanations of how resources will support/align with the SIG proposal are vague or confusing.	2	*Does not meet standard* = 0 *Partially meets standard* =2 *Meets standard* = 4 *Exceeds standard* = 6
B. Human Resource Systems (<mark>TURNAROUND/ TRANSFORMATION ONLY</mark>) 1. Recruitment and hiring i. School Leader	Proposal meets *all of the following*: ☐ The School Leader recruitment plan includes clear timelines, multiple recruitment strategies, and interview protocols. ☐ The job description for the School Leader is clear. ☐ The school's process for evaluating/ selecting applicants is included.	Proposal meets *all of the following*: ☐ The School Leader recruitment plan includes clear timelines and multiple recruitment strategies. ☐ The job description for the School Leader is clear. ☐ The school's process for evaluating/ selecting applicants is included.	Proposal meets *at least one of the following*: ☐ The school's recruitment plan is clear <u>but</u> the plan lacks one of the following: timelines, job descriptions, or applicant selection/ evaluation criteria.	Proposal meets *any of the following*: ☐ The school's recruitment plan is vague or confusing. ☐ The school does not have a job description for the School Leader. ☐ The school's process for evaluating/ selecting applicants is vague or confusing.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
If the school will retain its principal, the proposal must also meet the following items:	*Not applicable.*	☐ Evidence retained principal has a "track record of success in raising student achievement" is clear, quantitative, and compelling.	☐ Evidence retained principal has a "track record of success in raising student achievement" is clear and quantitative <u>but</u> not compelling.	☐ Evidence retained principal has a "track record of success in raising student achievement" is not clear or not quantitative. ☐ Principal being retained is not "newly hired."		
ii. Instructional staff	Proposal meets *all of the following*: ☐ The school's instructional staff recruitment plan is comprehensive and includes multiple methods for recruiting highly qualified staff, timelines, and responsible parties. ☐ The school provides clear job descriptions for <u>all</u> instructional staff positions. ☐ The school's process for evaluating/ selecting applicants reflects high expectations.	Proposal meets *all of the following*: ☐ The school's instructional staff recruitment plan is clear and reflects intent to secure highly qualified personnel. ☐ The school provides clear job descriptions for <u>all</u> core instructional staff vacancies and SIG-funded positions. ☐ The school's process for evaluating/ selecting applicants is clear and reflects high expectations.	Proposal meets *at least one of the following*: ☐ The school's instructional staff recruitment plan lacks timelines or specific strategies. ☐ The school provides clear job descriptions only for SIG-funded instructional staff positions. ☐ The school's process for evaluating/ selecting applicants is general.	Proposal meets *any of the following*: ☐ The school's instructional staff recruitment plan is vague or confusing. ☐ The school does not have job descriptions for all SIG-funded instructional staff positions. ☐ The school's process for evaluating/ selecting applicants is vague or confusing.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
iii. Financial incentives	Proposal meets *all of the following*: ☐ The school proposes SIG-funded financial incentives with timelines. ☐ The school proposes SIG-funded financial incentives that are based on student performance outcomes.	Proposal meets *all of the following*: ☐ The school proposes SIG-funded financial incentives and identifies any available state or federal financial incentive programs.	Proposal meets *at least one of the following*: ☐ The school only proposes financial incentives currently available through state or other federal programs.	Proposal meets *any of the following*: ☐ The school proposes no financial incentives, SIG-funded or otherwise.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9
2. Screening and re-hiring (<mark>*TURNAROUND ONLY*</mark>)	Proposal meets *all of the following*: ☐ Plan describes in-depth how the district will use teacher effectiveness (as measured by student data) to determine which personnel to release or retain (no more than 50% of current staff). ☐ Plan includes interview protocols.	Proposal meets *all of the following*: ☐ Plan describes how the district will screen and re-hire no more than 50% of staff.	Proposal meets *at least one of the following*: ☐ Plan is vague and does not clearly describe how the district will screen and re-hire no more than 50% of current staff.	Proposal meets *any of the following*: ☐ Plan does not describe how the district will determine which personnel to release or transfer.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
3. Employment policies i. Placement (*TURNAROUND/ TRANSFORMATION ONLY*)	Proposal meets *all of the following*: ☐ Placement process is clear and driven by matching student need to teacher effectiveness. ☐ Teacher preference is not a factor in making assignments.	Proposal meets *all of the following*: ☐ Placement process is clear and driven by matching student need to teacher effectiveness. ☐ Teacher preference is taken into consideration but not as the most important factor.	Proposal meets *at least one of the following*: ☐ Placement process is clear but driven by seniority or teacher preference.	Proposal meets *any of the following*: ☐ The school has no teacher placement policy. ☐ Placement process is vague or confusing.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9
ii. Evaluation policies (*TRANSFORMATION ONLY*)	Proposal meets *all of the following*: ☐ Plan meets all of the items in the "meets standards" column. ☐ Plan also provides qualitative and quantitative indicators of effectiveness. ☐ Plan includes board policies for teacher and administrator evaluation.	Proposal meets *all of the following*: ☐ Plan clearly describes teacher and administrator evaluation processes that include both informal and formal observations and artifacts as indicators of effectiveness. ☐ The plan includes a timeline and specific improvements that will be made to the school's evaluation system.	Proposal meets *at least one of the following*: ☐ Plan describes teacher *OR* administrator evaluation processes that include both informal and formal observations and some artifacts as indicators of effectiveness. ☐ The plan for improvements to the current evaluation system is unclear.	Proposal meets *any of the following*: ☐ Plan does not describe how the district will evaluate teachers and administrators. ☐ Plan does not include current evaluation tools. ☐Plan does not provide improvements or changes to current evaluation system.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
		☐ The school's evaluation system is rigorous, transparent, and equitable; uses student data as a significant factor; and was developed with teacher and principal input.		☐ The school's evaluation system lacks rigor, transparency, and equity; student data as a significant factor; *OR* teacher and principal input.		
iii. Financial rewards (*TRANSFORMATION ONLY*)	Proposal meets *all of the following*: ☐ The school proposes SIG-funded financial rewards with timelines and policies. ☐ The school proposes SIG-funded financial rewards that are based on student performance outcomes.	Proposal meets *all of the following*: ☐ The school proposes SIG-funded financial rewards.	Proposal meets *at least one of the following*: ☐ The school's plan for is vague or confusing.	Proposal meets *any of the following*: ☐ The school proposes no financial rewards.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9
iv. Opportunities for promotion and career growth (*TURNAROUND/ TRANSFORMATION ONLY*)	Proposal meets *all of the following*: ☐ Opportunities for promotion are clear, numerous, and substantive.	Proposal meets *all of the following*: ☐ Opportunities for promotion are clear.	Proposal meets *at least one of the following*: ☐ Opportunities for promotion are limited.	Proposal meets *any of the following*: ☐ Opportunities for promotion or involvement in reform are vague or confusing.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
	☐ Opportunities for involvement in the decision-making process are clear and substantive.	☐ Opportunities for involvement in the decision-making process are clear.	☐ Opportunities for involvement in the decision-making process are limited.	☐ Opportunities for promotion or involvement in the decision-making process are not included.		
v. Termination (*TRANSFORMATION ONLY*)	Proposal meets **all of the following**: ☐ Plan provides a clear, in-depth description of teacher and administrator effectiveness and ineffectiveness. ☐ Plan includes board policies for teacher and administrator termination and non-renewal. ☐ Plan includes a clearly defined process for developing, implementing, and evaluating outcomes of improvement plans for marginal teachers and administrators.	Proposal meets **all of the following**: ☐ Plan provides a clear description of teacher and administrator effectiveness and ineffectiveness. ☐ Plan describes a process for non-renewal of teachers and administrators. ☐ Plan includes a clearly defined process for developing improvement plans.	Proposal meets **at least one of the following**: ☐ Plan's description of teacher and administrator effectiveness and ineffectiveness is vague or confusing. ☐ Plan describes a process for non-renewal of teachers **OR** administrators. ☐ Plan for developing staff improvement plans is vague or confusing.	Proposal meets **any of the following**: ☐ Plan does not describe teacher and administrator effectiveness and ineffectiveness. ☐ Plan does not describe how the district will non-renew or terminate teachers and administrators. ☐ No reference to staff improvement plans.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
C. Organizational Structures and Management 1. Governance *(TURNAROUND/ TRANSFORMATION ONLY)*	Proposal meets *all of the following*: ☐ Plan meets all items in the "meets standards" column. ☐ School improvement is clearly a district-wide priority as demonstrated by an internal school improvement monitoring process.	Proposal meets *all of the following*: ☐ Organizational charts which clearly represent lines of authority are included for both the school and the district. ☐ The proposal includes a detailed description of the proposed changes to the governance structure. ☐ District-level staff support is clear and adequate to ensure fidelity of implementation at the school-level. ☐ Evidence is provided to support that the school's leadership will have autonomy in making school improvement decisions and will be held accountable for those decisions.	Proposal meets *at least one of the following*: ☐ Organizational charts which clearly represent lines of authority are included for the school **OR** the district. ☐ The proposal's description of the proposed changes to the governance structure is vague or confusing. ☐ District-level staff support is limited. ☐ Autonomy relevant to school improvement at the school-level is limited.	Proposal meets *any of the following*: ☐ Organizational charts which clearly represent lines of authority are vague or omitted. ☐ The proposal lacks a description of proposed changes to the governance structure. ☐ No district-level staff support is provided. ☐ Decisions relevant to school improvement are the responsibility of district-level leadership only.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
2. Lead Partners *(TURNAROUND/ TRANSFORMATION ONLY) Schools are not required to contract with Lead Partners. If the school chooses to contract with Lead Partners, the school must have a clear plan for services. If not, the school must address this in the interview round if the application advances.*	Proposal meets *all of the following*: ☐ The plan meets all of the items in the "meets standards" column. ☐ The district describes an internal process for monitoring the effectiveness of services provided by Lead Partners.	Proposal meets *all of the following*: ☐ The plan includes a comprehensive, proposed scope of work for the School Turnaround/ Transformation Organization or Support Service Provider. ☐ The scope of work includes quantitative performance measures.	Proposal meets *at least one of the following*: ☐ The plan includes a vague proposed scope of work for the School Turnaround/ Transformation Organization or Support Service Provider. ☐ The scope of work includes limited quantitative performance measures.	Proposal meets *any of the following*: ☐ The scope of work does not adequately define expectations for the performance of Lead Partners.	0	*No points awarded during the initial review.*
3. School Climate (*TURNAROUND/ TRANSFORMATION ONLY*)	Proposal meets *all of the following*: ☐ The plan meets all items in the "meets standards" column. ☐ Proposed solutions develop the capacity to create a sustained change in school culture.	Proposal meets *all of the following*: ☐ Proposal clearly describes the school's climate as defined through the comprehensive needs assessment process. ☐ Proposed actions will directly address the problems identified by the needs assessment.	Proposal meets *at least one of the following*: ☐ Proposal clearly describes the school's climate as defined through the comprehensive needs assessment process, **BUT** proposed actions do not address the root cause of the problems identified by the needs assessment.	Proposal meets *any of the following*: ☐ Proposal is vague or confusing. ☐ Proposal does not address climate issues identified by the needs assessment.	2	*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4* *Exceeds standard = 6*

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
4. Facilities (CLOSURE ONLY)	Proposal meets *all of the following*: ☐ Evidence is provided to substantiate that the proposed consolidated facility is a better facility than the closed school for all students. *OR* ☐ The school has clear plans and available funding for making the consolidated school "state of the art" for all students.	Proposal meets *all of the following*: ☐ Proposed consolidated facility is adequate to meet the needs of the new school population. *OR* ☐ The school has clear plans and available funding for making changes required for facility adequacy.	Proposal meets *at least one of the following*: ☐ Proposed consolidated facility may require changes to accommodate additional students or students of a different age, *BUT* the school's facility plan or finances for making facility changes are unclear.	Proposal meets *any of the following*: ☐ Proposed consolidated facility may require changes to accommodate additional students or students of a different age, *BUT* the school's facility plan and finances for making facility changes are unclear.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6
D. Support for Teaching and Learning (TURNAROUND/ TRANSFORMATION ONLY) 1. Professional development	Proposal meets *all of the following*: ☐ The proposal includes all of the items in the "meets standards" column. ☐ The proposal includes a calendar with clear lines of responsibility for implementation.	Proposal meets *all of the following*: ☐ The proposal includes a comprehensive plan that provides targeted, job-embedded professional development which is tied to staff evaluations.	Proposal meets *at least one of the following*: ☐ The proposal includes a comprehensive plan that provides targeted, job-embedded professional development but is not tied to staff evaluations.	Proposal meets *any of the following*: ☐ The proposal lacks a structured professional development process (not continuous, job-embedded, comprehensive, or targeted).	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
	☐ Proposed activities are designed to develop the capacity and professional skills of teachers and principals.	☐ The proposal includes a system for monitoring the implementation of professional development initiatives that support the school's instructional program.	☐ The proposed system for monitoring the implementation of professional development initiatives is unclear.	☐ The proposal lacks a system for monitoring the professional development outcomes.		
2. Time for faculty collaboration	Proposal meets *all of the following*: ☐ School allots at least 60 minutes a <u>week</u> for faculty collaboration in grade-level, department-level, or special services groups and at least 90 minutes a <u>month</u> for full faculty meetings. ☐ Meetings are for data analysis, student progress, curricular or grade-level teaching approaches, joint lesson planning, professional development/ coaching, and/or school-wide efforts to support the school proposal.	Proposal meets *all of the following*: ☐ School allots at least 30 minutes a <u>week</u> for faculty collaboration in grade-level, department-level, or special services groups and at least 60 minutes a <u>month</u> for full faculty meetings. ☐ Meetings are for data analysis, student progress, curricular or grade-level teaching approaches, joint lesson planning, and professional development/ coaching.	Proposal meets *at least one of the following*: ☐ School allots at least 30 minutes a <u>week</u> for faculty collaboration in grade-level, department-level, or special services groups and at least 60 minutes a <u>month</u> for full faculty meetings. ☐ Meeting topics are limited and do not reflect the scope of the school improvement process.	Proposal meets *any of the following*: ☐School schedules do not reflect adequate time for faculty collaboration. ☐ Meetings' purposes are vague or omitted.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
	☐ A process for monitoring meeting outcomes is described. ☐ School schedules reflect reserved time.	☐ School schedules reflect reserved time.	☐ School schedules reflect some reserved time.			
E. Parent and Community Engagement (*TURNAROUND/ TRANSFORMATION ONLY*) 1. Community-school relations	Proposal meets *all of the following*: ☐ The proposal meets all of the items in the "meets standards" column. ☐ The school uses numerous, substantive methods to discover parental and community satisfaction. ☐ The proposal describes innovate improvements to enhance community-school relations.	Proposal meets *all of the following*: ☐ Current and proposed methods of determining parental and community satisfaction with the school are clear and adequate. ☐ Current and proposed complaint procedures are included.	Proposal meets *at least one of the following*: ☐ Current and proposed methods of determining parental and community satisfaction with the school are unclear or insufficient. ☐ Current and proposed complaint procedures are vague.	Proposal meets *any of the following*: ☐ The school has no method for determining parental and community satisfaction with the school. ☐ The school lacks complaint procedures for parents or community members.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6
2. Services for parents and community members	Proposal meets *all of the following*: ☐ The proposal meets all of the items in the "meets standards" column.	Proposal meets *all of the following*: ☐ Services are clearly tied to enhancing student achievement at the targeted school.	Proposal meets *at least one of the following*: ☐ Some services are clearly tied to enhancing student achievement at the targeted school.	Proposal meets *any of the following*: ☐ Services are vague or confusing. ☐ Services are not tied to enhancing student achievement at the targeted school.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
	☐ A variety of socio-emotional and community-oriented services are available.	☐ Services are designed to meet the needs of children and their families in the targeted school. ☐ Services are provided at a variety of times and locations in order to maximize participation.	☐ Some services are designed to meet the needs of children and their families in the targeted school.	☐ Services will not address the needs of children and their families in the targeted school. ☐ Services are limited to the traditional school setting and schedule.		
3. Engagement in school improvement	Proposal meets *all of the following*: ☐ The proposal meets all of the items in the "meets standards" column. ☐ The proposal includes a highly structured, Board-approved, school-wide plan to engage parents and community members. ☐ The proposal includes a plan or process to monitor and evaluate the effectiveness of the engagement efforts.	Proposal meets *all of the following*: ☐ Opportunities for meaningful engagement are clear and numerous. ☐ Engagement plans include multiple opportunities for parents to review school performance and participate in decision-making about school improvement plans. ☐ The proposal is designed to strengthen or expand current involvement activities using SIG funds.	Proposal meets *at least one of the following*: ☐ Opportunities for engagement are clear but they are limited. ☐ Opportunities for engagement are clear but they are shallow: no special data presentations or training will be held for parents to review school performance or no parents will have a formal role in decision-making about school improvement plans.	Proposal meets *any of the following*: ☐ Opportunities for engagement are too vague or too confusing to evaluate. ☐ No opportunities for engagement are given.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
F. Parent and Community Outreach (CLOSURE ONLY)	Proposal meets *all of the following*: ☐ The proposal meets all of the items in the "meets standards" column. ☐ Example distribution materials about the consolidation are provided in the proposal. ☐ Parents and community members will be offered multiple <u>methods</u> (meetings, hotlines, dedicated email) of asking questions regarding school closure.	Proposal meets *all of the following*: ☐ Media outreach will begin several weeks in advance of consolidation and is likely to reach all affected parents and most community members. ☐ Parents and community members will be offered multiple <u>opportunities</u> to ask questions regarding school closure. ☐ Transition services are well-defined, individualized, and easily accessible to children and their parents.	Proposal meets *at least one of the following*: ☐ Media outreach lacks a clear timeline. ***AND/OR*** ☐Media outreach is unlikely to reach all affected parents. ☐ Parents and community members will be offered one opportunity (e.g., one meeting) to ask questions regarding school closure. ☐ Transition services are clear but minimal.	Proposal meets *any of the following*: ☐ Media outreach is vague or confusing. ***OR*** ☐ No plans for media outreach are proposed. ☐ No opportunities are proposed. ☐ Transition services are vague or confusing. ***OR*** ☐ No transition services are proposed.	2	*Does not meet standard* = 0 *Partially meets standard* = 2 *Meets standard* = 4 *Exceeds standard* = 6

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
G. Sustainability (*TURNAROUND/ TRANSFORMATION ONLY*)	Proposal meets *all of the following*: ☐ The school makes a particularly compelling case for how it will sustain reforms through support for quality implementation, human capital development, and on-going community engagement. This case synthesizes information from the entire proposal (plan and budget) which attests to the sustainability of the reforms.	Proposal meets *all of the following*: ☐ The school makes a clear case for how it will sustain reforms through support for quality implementation, human capital development, and on-going community engagement. This case synthesizes information from the entire proposal (plan and budget) which attests to the sustainability of the reforms.	Proposal meets *at least one of the following*: ☐ The school's case for sustaining the reforms is mostly clear, **BUT** it lacks a description of how the school will support one of the following: quality implementation, human capital development, or on-going community engagement.	Proposal meets *any of the following*: ☐ The school's response is vague or confusing. ☐ The school does not describe how it will sustain reforms.	3	*Does not meet standard* = 0 *Partially meets standard* = 3 *Meets standard* = 6 *Exceeds standard* = 9
SUB-TOTAL:	***Turnaround=120 points available***		***Transformation=138 points available***		***Closure= 18 points available***	
TOTAL POINTS:	***Turnaround=221 points available; 165 points is 75% of points available***		***Transformation=239 points available; 179 is 75% of points available***		***Closure=58 points available; 43 is 75% of points available***	

Budget

Meets	Does Not Meet	Weight	Total Points
Budget ***meets all of the following***: ☐ Cover sheet is completed and attached. ☐ Cover sheet aligns with the 3-year budget summary sheet.	Budget ***meets any of the following***: ☐ Cover sheet is not completed or attached. ☐ Cover sheet does not align with the 3-year budget summary sheet.	1	*Does not meet standard* = 0 *Meets standard* = 2
☐ Budget narratives for all items are clear.	☐ Budget narrative for any item is not clear.	3	*Does not meet standard* = 0 *Meets standard* = 6
☐ Budget items/narratives are supported by the pages referenced in the plan.	☐ Budget item/narrative is not supported by the pages referenced in the plan.	3	*Does not meet standard* = 0 *Meets standard* = 6
☐ All plan elements that require funding are reflected in the budget or narrative.	☐ Plan elements that require funding are not reflected in the budget or narrative.	3	*Does not meet standard* = 0 *Meets standard* = 6
☐ All budget items follow EDGAR cost principles (are reasonable, necessary, and program-related).	☐ All budget items do not follow EDGAR cost principles (are reasonable, necessary, and program-related).	3	*Does not meet standard* = 0 *Meets standard* = 6
☐ The annual allocation request per school for any year is no less than $50,000 and no more than $2,000,000.	☐ The annual allocation request per school for any year is less than $50,000 or more than $2,000,000.	1	*Does not meet standard* = 0 *Meets standard* = 2
TOTAL POINTS:	*All Intervention Model Types= 28 points available; 21 points is 75% of points available*		